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IDENTIFIERS	*El Camino College CA

ABSTRACT

El Camino College, California, is a public two-year college in the South Bay area of Los Angeles County. The El Camino College District encompasses 5 high school districts, 12 elementary school districts and nine cities, with a population of almost 1 million. The district is governed by a five-member Board of Trustees, each representing one of the five school districts. In fall 2001, 24.6% of students were Caucasian, 29% Hispanic, 16.6% African American, 15.1% Asian, 3.3% Filipino, and 0.5% Native American. Women represent 54% of students, and 31% of students identify themselves as evening students. There has been a 4% decline in African-American students over the last 6 years, a trend which the College would like to reverse. To accomplish this goal, the College has recently signed a lease for a new center in Inglewood, California. This self study addresses the following 10 institutional standards: (1) institutional mission; (2) institutional integrity, which includes a commitment to the integrity of academic freedom and the teaching-learning process; (3) institutional effectiveness; (4) educational programs; (5) student support and development; (6) information and learning resources; (7) faculty and staff; (8) physical resources; (9) financial resources; and (10) governance and administration. (Contains 45 references.) (NB)

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ED 471 962

El Camino College

Institutional Self Study in Support of Reaffirmation of Accreditation

March 2002

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Submitted by

El Camino Community College
16007 Crenshaw Boulevard
Torrance, California 90506

To

The Accrediting Commission for
Community and Junior Colleges of the
Western Association of Schools and Colleges

JC030066

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Certification of the Institutional Self Study Report

DATE: December 17, 2001

TO: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

FROM: El Camino Community College
16007 Crenshaw Boulevard
Torrance, CA 90506

This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution.

Signed

Lila Hummel, President
Board of Trustees

Dr. Thomas M. Fallo,
Superintendent/President

Dr. Nadine I. Hata
Vice President Academic Affairs
Accreditation Liaison Officer

Thomas Lew, Co-Chair
Dean of Humanities
Accreditation Steering Committee

Barbara Perez, Faculty Co-Chair
Accreditation Steering Committee

Douglas Marston, President
Academic Senate

Josh Lawson, President
Associated Students

Luukia Smith, President
El Camino Classified Employees

Dr. Angela Simon, Co-President
Federation of Teachers

Jan Caldwell, Representative
Police Officers Association

Janice Ely, Representative
Management Association

Certification Of Continued Compliance With Eligibility Requirements

Authority

El Camino Community College District derives its authority to operate, as a degree granting institution, from statute (California Education Code 70902). The college meets the minimum conditions for community colleges set forth in Title 5, Chapter 2, Subchapter 1.

El Camino College is accredited by the Accrediting Commission for Community and Junior Colleges, of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education.

Mission

The mission of El Camino College has been revised frequently over the years to address the changing needs of the community. The most recent revision occurred in 2000, after a review by all college constituencies, and was approved by the Board of Trustees on January 16, 2001.

The mission statement can be found in several campus documents, including the Educational Master Plan and college catalog. The college publishes it on the web site, increasing its public availability.

Governing Board

El Camino Community College District is governed by a five-member board. Each member is elected for a four-year term from one of five trustee areas that make up the college district in districtwide elections. Due to the continuity of the Board of Trustees over the years, El Camino College has experienced stability in its leadership.

A majority of the Board members do not have any employment, family, or personal financial interests related to either the college or the district. Two current Board members were El Camino College employees; however, both retired from the district several years prior to their election to the Board.

At each Board meeting, held once a month, there is a place on the agenda for both community and staff comment. The students have a non-voting Board member, and the Academic Senate reports to the Board on a regular basis.

Chief Executive Officer

The Board of Trustees appointed the Superintendent/President after a nationwide search. A large, broad-based committee, comprised of representatives of the campus community, student government, and the community at large, under the guidance of a consultant selected by the Board, screened all applicants, selected those to be interviewed, and after interviewing, forwarded the finalists to the Board of Trustees for their consideration.

The Superintendent/President's chief responsibility is to the institution and has the executive responsibility for administering Board policies.

Administrative Capacity

Over the past six years, administration, faculty, and support staff had modest increases in number in an effort to address the needs of our students and the institution. The college has a reputation for educational excellence, which would suggest that the administration is capable of providing the administrative oversight necessary to ensure that the institution continues to offer quality programs.

Operational Status

Students are enrolled in a variety of courses that can lead to either a two-year degree, certificate of completion, and/or certificate of achievement in one of seventy-two programs. The majority of courses are transferable, and the college strives to maintain a curriculum that is both comprehensive and current.

Degrees

The majority of El Camino College's offerings are in programs that either lead to an associate in arts or associate in science degree, as described in the college catalog. A significant number of students are enrolled in these courses. The catalog clearly indicates whether or not the courses are degree applicable and transferable to the UC and CSU.

Educational Programs

The educational programs offered at El Camino College are consistent with its mission to provide comprehensive educational opportunities. Students attending El Camino College will find a wide array of degree and certificate programs in both academic and vocational fields. These programs have sufficient content and length and maintain appropriate levels of quality and rigor for the degrees and certificates offered.

Academic Credit

Academic credit is based on Title 5, Section 55002.5. A unit of credit is the value placed on three hours of a student's time per week in pursuit of educational goals.

Educational Objectives

El Camino College defines and publishes the educational objectives for courses in the course outlines approved by the Board of Trustees and available in the library. The educational objectives for programs are defined and published in the college catalog.

General Education

The general education curriculum promotes critical thinking and analytical skills, clear and precise expression, cultural and artistic sensitivity, personal growth, health, and self-understanding (Title 5, Section 55806). The courses approved for general education have the required breadth to promote intellectual inquiry. The quality and rigor of these courses is consistent with the academic standards appropriate to higher education.

Faculty

El Camino College has 345 full-time instructors and 549 part-time faculty. The names, degrees, and year of hire of full-time faculty are listed in the college catalog.

While information regarding part-time faculty is kept in the division offices, the names, degrees, and year of hire of the part-time faculty who have taught ten consecutive semesters are also published in the college catalog. The college lists faculty responsibilities in faculty handbooks and the Agreement between the El Camino College Federation of Teachers and the district.

Student Services

El Camino College acknowledges the importance of providing appropriate student services and student development programs to facilitate student success for its diverse population.

Located in the center of campus, the Student Services Center houses a large array of services designed to assist students in achieving their academic and vocational goals including, but not limited to, the Career Center, Transfer Center, Project Success, Recruitment and School Relations, International Students Program, EOP&S/CARE, Job Placement, CalWORKs, Financial Aid, Veterans Office, and DSP&S. The Special Resource Center is a model center, with state-of-the art facilities, to assist students with both physical and learning disabilities.

Special programs have been funded by the college and through grants to assist students who traditionally have had difficulty succeeding in college. For example, Project Success and Puente focus on preparing underrepresented students for degree completion and transfer. Funded by Title V, the college is also providing a counseling outreach program for local high schools students and has begun a First Year Experience Program with an emphasis on Hispanic students.

Admission Policies

The college's admissions policies are consistent with its mission and conform to parameters outlined in state law and district regulations.

Information and Learning Resources

To support its mission El Camino College provides students and staff with access to information and learning resources. Both the Schauerman and Music libraries are open 67.5 hours per week, including Saturdays, with many of the resources available off-campus through the Internet. The Library Media Technology Center, located in the basement of the Schauerman Library, provides student access to computer resources, including peripherals such as scanners and adaptive access tools, standard office software, and full Internet access. Other computer labs throughout the campus support the instructional program.

The Schauerman Library also serves as a home for the Learning Resources Center (LRC). Emphasizing individual learning, the LRC provides access to a wide range of academic materials and services, including tutorial programs, computer-aided instruction, and media materials. Additional computer-aided instruction labs support English, foreign languages, fashion, and art programs, with one lab devoted to meet the needs of vocational students.

The college developed a comprehensive technology plan to evaluate technology needs and develop a process to address them. In Spring, 2000, the college completed a major campus-networking project which required the installation of fiber optics to all major buildings, providing all classrooms, laboratories, and offices on

campus with high-speed connections to the wide area network.

Financial Resources

Over half of the unrestricted financial resources for the college come from the State of California, through apportionment based the number of full-time equivalent students. The remainder comes from local sources such as taxes, tuition, and income-producing local programs. The college has successfully competed for additional vocational funds and grants to support its mission and educational programs. The college carefully tracks and documents all income and expenditures.

The college maintains a five percent reserve for contingencies. The college monitors all programs throughout the year. It projects income in a conservative manner. While growth is not built into the initial budget, as it occurs, it is recognized as additional revenue.

Financial Accountability

An independent auditor audits the El Camino Community College District on an annual basis. The auditor conducts the audit in accordance with generally accepted auditing standards and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. The firm prepares an audit report for the Board of Trustees that notes all findings, exceptions, and recommendations. Key personnel implement the audit findings and recommendations, as necessary.

Institutional Planning and Evaluation

In 1998, the Board of Trustees adopted the Educational Master Plan, which has become the foundation for all college planning from the institutional level to the unit level. The evaluation process revolves around program review, where the goals and objectives are identified. Programs collect relevant data and analyze the information to judge the effectiveness of a program. The college is working to ensure that processes lead to institutional priorities for improvement.

Public Disclosure

El Camino College takes pride in its efforts to provide the public with accurate and current information about its mission, programs, and services. The college catalog provides in-depth information on admissions requirements and practices, student services and policies, degree requirements, transfer information, and curricular offerings. Also included in the catalog is a listing of the college administration and faculty, including their academic preparation. The class schedule, which is available to the public at no cost, describes admission requirements and services.

The college has an operational web site that is continually expanding. Visitors to the web site are able to visit many of the operational areas on campus and have the opportunity to see the many programs and services available to them on campus and online.

Relations with the Accrediting Commission

Through the adoption of Board Policy 3200, the Board of Trustees clearly adheres to the accreditation process of the Commission.

The college provides assurance that it complies fully with the eligibility requirements, accreditation standards and policies of the Commission in its board policies.

Statement of Assurance

We hereby certify that El Camino College continues to comply with eligibility requirements for accreditation established by the Western Association for Schools and Colleges.

Thomas M. Fallo
Superintendent/President

Lila B. Hummel
President, Board of Trustees (2001)

Delmer Fox
President, Board of Trustees (2002)

Abstract of the Self Study Report

Standard One: Institutional Mission

The El Camino College mission statement identifies the educational purposes of the institution, defines the students the college seeks to serve, and establishes the parameters under which its programs are offered and resources allocated. Since the college's last accreditation team visit in Spring, 1996, the mission statement has undergone several revisions, expanding from a one-sentence statement to a two-page document that includes institutional goals and statements of philosophy, values, and guiding principles. The Board of Trustees approved the most recent revision on January 16, 2001. El Camino's expanded statement of institutional purpose and its accompanying institutional goals function to guide the college in its planning and decision making and allow for accurate and comprehensive assessment of institutional effectiveness. Future plans include the development of a process to communicate the progress of the college's accomplishment of institutional goals toward achievement of the mission, as well as the development of a review cycle for the mission statement, to guarantee that the college remains responsive to its community's needs.

Standard Two: Institutional Integrity

The college utilizes many methods to provide clear, accurate, and consistent information to the public and prospective students. Important examples include the schedule of classes, the catalog, and a new edition of the student handbook. Furthermore, each department of the college that disseminates material about its programs or the college makes every effort to ensure that information is precise and current. The most conspicuous vehicle for information to arise since the college's last accreditation is the development of the El Camino web site, through which visitors may review the schedule of classes, Board policies, and other major college documents, as well as obtain information about the college's programs and services.

El Camino also continues its commitment to the integrity of academic freedom and the teaching-learning process; its Agreement with the El Camino College Federation of Teachers establishes the consequential responsibilities and the guidelines. The integrity of the learning process, moreover, remains a priority for the institution, and college policy on academic honesty for students appears in documents accessible to students, including the catalog, the student handbook, and Board policy book.

The role that the Office of Staff and Student Diversity plays in ensuring the district's concern for issues of equity and diversity has also been further defined since the college's last accreditation. The office is active in developing cultural diversity events and activities and in providing training in cross-cultural communication, sexual harassment, and affirmative action. The preparation of this year's Accreditation Self Study is the product of a two-year process in which self study steering committee members have diligently sought to comply with the standards, policies, and guidelines of the Accrediting Commission and have ensured that the self study is accurate and consistent.

Despite the college's progress and achievements in maintaining its integrity, opportunity for improvement remains. The college plans to enhance the web site to include other features, such as the catalog and student policies. Furthermore, it intends to develop timelines for the review and revision of existing major documents, such as the Student Equity Plan, the Faculty and Staff Diversity Plan, and handbooks.

Standard Three: Institutional Effectiveness

Since the 1996 accreditation visit, the college has made substantial strides to implement a broad-based system of research, evaluation, and planning to assess institutional outcomes. In 1997, El Camino established a Division of Planning, Research and Development to coordinate district planning, research, evaluation, and grant activities. Two years later, it increased its commitment to institutional research by establishing the Office of Institutional Research and creating new positions for a director of institutional research and two full-time research analysts. Furthermore, the college's implementation of a fully integrated software system in 1999 gave the Office of Institutional Research access to live data in the form of academic, fiscal, student, and staff records. The institution, itself, has also made progress in developing mechanisms for evaluating how well it accomplishes its mission and purposes. Two primary examples include the program review and annual reporting processes, which link assessment to the college's mission and institutional goals.

El Camino's progress in developing a process for planning and for involving all segments of the campus community reached a milestone in 1998 with the publication of the Educational Master Plan, a document produced by the District Planning Council. Just as the master plan has become the hub for all college planning, another document, the unit action plan, has become the first step in planning, from the unit level through the institutional level, since it requires a unit's objectives to be linked to the goals of the institution. Q-Builder, a network-based software program acquired in 2001, further facilitates the systematizing and integrating of planning and resource allocation.

Despite the college's progress in assessing institutional effectiveness, more work needs to done. The Office of Institutional Research will continue to work closely with Information Technology Services to develop the resources to facilitate more effective research and evaluation.

Standard Four: Educational Programs

El Camino College makes a comprehensive effort to identify and to meet the educational needs of its community and diverse student population, consistent with its mission and institutional goals. Complementing this effort is the continuous review of the college curriculum by faculty and administration, which results in the assessment of student and community needs and the development of new curriculum, or the modification of existing curriculum. The college also makes a concerted effort to schedule courses in sufficient number and frequency to allow students to complete program requirements in a timely manner.

The college ensures that its associate degrees in arts and science and its certificate programs conform to Title 5 requirements. The College Curriculum Committee functions as chief guarantor that all courses and programs uphold rigorous academic standards. To facilitate assessment of learning outcomes in degree and certificate programs, the College Curriculum Committee revised the 2001-2002 catalog to include expected student outcomes as part of its course descriptions. Furthermore, students completing degree programs must demonstrate competence in language, computation, and critical thinking. All degree requirements have a general education component, which requires students to complete courses in the areas of natural sciences, behavioral and social sciences, humanities, and language and rationality. The general education pattern does not, however, require students to take a course with an information technology or cultural diversity component, and the college has consequently established a task force to explore the desirability of adding such requirements.

Since the 1996 accreditation, the curriculum development process has become more efficient and focused. The College Curriculum Committee, however, must still codify a plan for regular course review and deal with a burgeoning workload. Faculty continue to play a predominant role in both curriculum development and program review. The program review process, initiated in 1992-1993, has become time-consuming and has placed large demands on the

Office of Institutional Research. Consequently, the institution must develop an efficient, revised program review process that is linked to the college's overall planning process.

Standard Five: Student Support and Development

The college provides a comprehensive range of student support and development programs. The catalog, schedule of classes, web site, and student handbook include the college's admissions policies and provide accurate, up-to-date information on programs and many other policies, including standards of student conduct. In keeping with its mission, El Camino offers a large number of support services to meet the students' diverse educational needs. The college seeks to identify the needs of students through its admissions application, the assessment process, matriculation orientations, and the student educational plan. The institution also continually assesses its ability to meet student needs through self studies, surveys, program reviews, and annual reports. In 1999, the Student and Community Advancement area initiated a program review process, which involves analyzing data from student satisfaction ratings, employee ratings, and peer program staff ratings.

Assessment and placement continue to be important steps in meeting student needs. The college is conscientious in monitoring cut scores for placement instruments and complies with mandatory validation requirements.

The college also maintains a campus climate that serves its diverse student population. Buildings are wheelchair accessible, and the college provides parking for the physically challenged. Programs like Puente and Project Success focus on improving retention and transfer of Latino and African American students, respectively. Recently, the government awarded the college a Title V Hispanic Serving Institution grant. Future plans aim at studying assessment results to improve programs and services.

Standard Six: Information and Learning Resources

Information and learning resources support the programs and services of the college in myriad ways. The Schauerman Library (the general campus library), the Music Library, the Special Resource Center, the Learning Resource Center, computer labs, and the Media Services Department are among the primary vehicles for information and learning resources. The services of key tutorial labs, such as the Writing Center, the Learning Resource Center, and the Math Tutoring Center, have expanded dramatically since the last accreditation. New labs have also opened, such as the Humanities Reading Lab, the LMTC Computer Commons, the Writing Center CAI Lab, and the Math and Computer Science Labs. The long hours of operation for many such learning resources give students needed accessibility but stretch the existing capacity of staff and technicians to provide support and maintenance. Future objectives include the development of a staffing plan in all labs to provide assistance to students and faculty in the use of technology.

Other technological improvements since the last accreditation include the Spring, 2000, completion of a campus networking project, which connected all major buildings with fiber optics and provided classrooms, laboratories, and offices with high-speed connections to the collegewide area network. A year earlier, El Camino installed its new software system that provided full integration of the college's information databases, replacing the previous mainframe system.

Standard Seven: Faculty and Staff

The college possesses sufficient qualified faculty and staff to support the educational programs and services of its 25,000-student campus and various off site locations. All employees, regardless of category, must meet clearly defined criteria for positions at the college. Faculty, for example, must demonstrate subject matter expertise and teaching effectiveness. All certificated and classified hiring processes follow Board-approved policies and procedures, and the hiring committee members are scrupulous in their observation of fairness. Further, the evaluation of faculty and staff follows established guidelines and seeks to encourage improvement of performance. The college supports professional development for all categories of employees, through the availability of flex/professional development days, staff development workshops, and technology training. El Camino also continues to pursue its goals of diversity and employment equity with outreach efforts and participation in job fairs.

Standard Eight: Physical Resources

Physical resources support the educational programs and services of El Camino College, which consist of the main campus of El Camino College and its off site locations. The main campus spans 126 acres and comprises 35 buildings, containing over 1.2 million square feet, making El Camino the largest single community college campus in California in terms of gross square footage. Since the last accreditation, a number of capital outlay projects have been completed, including a multi-media center in the library, the construction of a police station, and an expansion of the Bookstore. The Financial Aid, EOP&S, and CalWORKs offices also received renovation to meet increased demands for services. The college, moreover, ensured the continuing quality of the physical facilities by retrofitting the entire campus interior lighting system, as well as installing large map directories and high-visibility emergency phone posts with immediate connection to campus police.

The implementation of community-based policing in the last four years has assisted in making the campus safer and more secure, and the college continues to address access issues. Expenditures for equipment have also increased dramatically since the last accreditation, the rise in the number of computers being the most evident. The college, however, still needs to develop a plan for equipment replacement that considers both emerging and deferred needs and ensures that adequate funding is provided.

Standard Nine: Financial Resources

The El Camino College budget facilitates the goals identified in the Educational Master Plan, which, in turn, supports the college mission. The college's Budget Development Committee serves as the vehicle through which the President receives financial recommendations. Historically, the budget development process has reflected a realistic assessment of resource availability, as well as followed specific guidelines. The budget is revised at various stages in its development to reflect such factors as changes in the state budget or the notification of grant awards. Although the college follows guidelines for budget development, in recent years there has been a lack of major funding adjustments in response to new trends or reallocations of dollars resulting from identified needs.

In 1999, the introduction of the new integrated software system allowed a degree of fiscal management far exceeding that possible with the previous system. However, the full range of the system's ability to monitor expenditures and generate data for decision making has yet to be realized. In addition to complying with state and federal reporting requirements, the institution maintains accurate financial documents and exercises effective oversight of all finances, including those of financial aid and all campus auxiliary organizations.

Standard Ten: Governance and Administration

A five-member Board governs El Camino College. Each Board member serves a four-year term, with three elected one biennium and two the next. The Board ensures that the college's programs maintain high educational quality by approving all curriculum and staying abreast of developments through executive summaries of instructional program reviews and presentations at Board meetings. Although the Board is responsible for determining the general policies of the district, it delegates responsibility for implementation to the President. Because the college did not have a formal process for periodic evaluation of policies and procedures, the Board took steps to revise and supplement its existing policies by subscribing to the Community College League of California's Policy and Procedures Service in 2000. In response to a planning item in the last accreditation self study, the Board has taken steps to make its performance evaluations public by discussing its evaluations in open session at regularly scheduled Board meetings. Following the last accreditation, the President has initiated steps to improve planning, as illustrated in his establishment of the District Planning Council in 1998, which subsequently developed the master plan.

ORGANIZATION OF THE SELF STUDY

Preparation of the accreditation self study began in Spring, 2000, with the appointment of Barbara Perez and Thomas Lew as Steering Committee co-chairs. The co-chairs met with the Vice President of Academic Affairs and the President of the Academic Senate to identify co-chairs for the standards. The co-chairs of the self study and standards and representatives from key campus constituencies comprise the Accreditation Steering Committee. To assist standard co-chairs in forming their committees, a notice was distributed to all campus employees to notify them of the accreditation process and to solicit interested parties for the standard committees. During Summer, 2000, the co-chairs finalized their standard committees and the Steering Committee identified a survey instrument. Research for the standard reports and the writing of those documents were done during the academic year 2000-2001, and Fall, 2001. The Accreditation Steering Committee held two open forums in April and September, 2001, in order to provide an opportunity for comment by faculty, staff, and students who were not directly involved in the work of the standard committees. Throughout the process, the Steering Committee distributed drafts to all key constituencies. On December 10, 2001, the completed self study was approved by the College Council and accepted by the Board of Trustees.

Accreditation Steering Committee

Martha Ansite, *Professor, Co-Chair: Institutional Integrity*

Dr. Leslie Back, *Professor, Co-Chair: Governance and Administration*

Dr. Heather Brown, *Director of Institutional Research, At-Large*

Jan Caldwell, *Police Officers Association, At-Large*

Dr. Susan Dever, *Learning Resources Center Coordinator, Co-Chair: Information and Learning Resources*

Pamela Fees, *Business Manager, Co-Chair: Financial Resources*

Robert Gann, *Director of Facilities Planning and Services, Co-Chair: Physical Resources*

Alex Kelley, *Director of Information Technology Services, Co-Chair: Information and Learning Resources*

Dr. Steven Fasteau, *Dean of Planning, Research, and Development, Chair: Institutional Effectiveness*

Alice Grigsby, *Acting Dean of Instructional Services, Co-Chair: Student Support and Development*

Carolyn Hardy, *Director of Extended Opportunity Programs and Services, Chair: Institutional Mission*

Dr. Nadine Hata, *Vice President of Academic Affairs, At-Large*

Christine Jeffries, *Counselor, ECC Federation of Teachers Representative, At-Large*

Cheryl Kroll, *Professor, Co-Chair: Educational Programs*

Joshua Lawson, *2001-2002 Student Body President*

Bryan Leifer, *2000-2001 Student Body President*

Thomas Lew, *Dean of Humanities, Steering Committee Co-Chair*

Jimmy Macareno, *California School Employees Association (2000), At-Large*

Leo Middleton, *Director of Staff and Student Diversity, Co-Chair: Institutional Integrity*

Barbara Perez, *Professor, Steering Committee Co-Chair*

Dr. Margaret Quinones, *Counselor, Co-Chair: Financial Resources*

Dr. Virginia Rapp, *Dean of Business, Co-Chair: Educational Programs*

David Shannon, *Athletic Director, Co-Chair: Faculty and Staff*

Luukia Smith, *El Camino Classified Employees (2001), At-Large*

Dr. Regina Smith, *Dean of Counseling and Matriculation Services, Co-Chair: Student Support and Development*

Michael Stallings, *Professor, Co-Chair: Physical Resources*

Harold Tyler, *Director of Student Development, Co-Chair: Governance and Administration*

Marcy Wade, *Director of Human Resources, Co-Chair: Faculty and Staff*

Dr. Al Zucker, *Lecturer, Self Study Editor*

ACKNOWLEDGEMENTS

Ann Ashcraft, *Administrative Assistant II, Humanities*

Carolee Casper, *Senior Clerical Assistant, Copy Center*

Kathleen Collins, *Secretary, Humanities*

Phillip Dykstra, *Research Analyst*

Laura Landry, *Administrative Assistant II, Planning, Research, and Development*

Ellen Lorenz, *Project Specialist II, Library*

Cesar Lopez, *Off-Set Operator, Print Shop*

Raquel Ortiz, *Supervisor of Production Services, Public Information & Marketing*

Annette Owens, *Web Developer, Information Technology Services*

Christine Saldana, *Clerical Assistant, Academic Affairs*

Lilia Velez, *Duplication Clerk, Copy Center*

Ricardo Villarruel, *Senior Printer, Print Shop*

Rachel Weiss, *Research Analyst*

STANDARD SUBCOMMITTEES

Standard 1 - Institutional Mission:

Carolyn Hardy, Chair, Administrator
Patrick Dickey, Student (2000)
Maria Elena Dominguez, Classified
David Echivibel, Student
Sonia Gallardo, Classified
Joseph Holliday, Faculty (2000)
Hector Salazar, Classified (2000)
Don Ward, Classified
Joy Zhao, Faculty

Standard 2 - Institutional Integrity:

Martha Ansite, Co-Chair, Faculty
Leo Middleton, Co-Chair, Administrator
Benson Atkins, Student
Debra Breckheimer, Faculty
Judith Harris, Faculty
Giselle Richards, Administrator
Luukia Smith, Classified
Claudia Striepe, Faculty
William Yates, Administrator

Standard 3 – Institutional Effectiveness:

Steven Fasteau, Chair, Administrator
Lucinda Aborn, Administrator
Heather Brown, Administrator
Georgiana Coughlan, Faculty (2000)
Thomas Hazell, Faculty (2000)
Arlene Ishimoto, Classified
Giselle Richards, Administrator (2000)

Standard 4 - Educational Programs:

Cheryl Kroll, Co-Chair, Faculty
Virginia Rapp, Co-Chair, Administrator
Jacqueline Booth, Classified
Ann Collette, Classified
Charles Cowell, Faculty
Judith Harris, Faculty
Lars Kjeseth, Faculty
Jean Shankweiler, Faculty
Jacquelyn Thompson, Faculty
Michael Wynne, Faculty

Standard 5 – Student Support & Development:

Alice Grigsby, Co-Chair, Faculty
Regina Smith, Co-Chair, Administrator
Benson Atkins, Student (2000)
Donald Brown, Faculty
Lia Cibes, Classified
Hortense Cooper, Administrator
Vicki Lockridge, Supervisor
William Mulrooney, Administrator
Dawn Reid, Faculty
Sherri Rodriguez, Classified (2000)
Terry Spearman, Faculty
Darrell Thompson, Faculty
Rachel Weiss, Classified

Standard 6 – Information & Learning Resources:

Susan Dever, Co-Chair, Faculty
Alex Kelley, Co-Chair, Administrator
Michelle Arthur, Classified
Jennifer Borland, Student
Kerry Bossin, Classified
Phil Dykstra, Classified
Edward Martinez, Faculty
Peter Marcoux, Faculty
David Murphy, Classified
Donna Post, Classified
Evelyn Uemura, Faculty
Satish Warrier, Supervisor

Standard 7 - Faculty & Staff:

David Shannon, Co-Chair, Faculty
Marcia Wade, Co-Chair, Administrator
Jennifer Apple, Student
Sharron Bryant, Classified (2000)
Siannah Collado, Student
Robin Dreizler, Classified (2000)
Donna Grogan, Faculty (2000)
Donna Manno, Supervisor
Bozena Morton, Administrator
Mona Nahm, Student (2000)
Rebecca Stewart Wilson, Classifed

Standard 8 - Physical Resources:

Robert Gann, Co-Chair, Administrator
Michael Stallings, Co-Chair, Faculty
Rocky Bonura, Administrator
Victor Cafarchia, Faculty
Janet Clarke, Administrator
Maurice Elmore, Administrator
Kirk Johnston, Supervisor
Christine Moran-Wisdom, Faculty
Jose Rodriguez, Student
John Ruggirello, Faculty

Standard 9 - Financial Resources:

Pamela Fees, Co-Chair, Administrator
Margaret Quinones, Co-Chair, Faculty
Estelle Collins, Student (2000)
Patrick Gallardo, Student
Bryan Leifer, Student (2000)
Nina Marshal, Classified

Standard 10 - Governance & Administration:

Leslie Back, Co-Chair, Faculty
Harold Tyler, Co-Chair, Administrator
Sara Blake, Faculty
Siannah Collado, Student (2000)
Lila Hummel, Board Member
Roger Quadhamer, Administrator
Ruth Sanchez, Classified
Ronald Way, Administrator

TIME LINE: 2002 ACCREDITATION SELF STUDY

Time Period	Activity	Responsibility
Spring 2000	Steering Committee Selection	Steering Committee Co-Chairs, VP – Academic Affairs, President Academic Senate
Summer 2000	Overview of Process, Survey Selection, Formation of Std Sub-committees	Steering Committee
8/21/00	Presentation to College Community	President, Steering Committee Co-Chairs
8/21-9/8/00	Set guidelines for Draft Report and finalize Survey Instrument	Steering Committee
Spring 2001	Distribution of Surveys	Research Office
9/00	Campus Presentation – Accreditation Orientation to Campus Community	Steering Committee Co-Chairs
9/11–2/8/00	Review of last Accreditation Report and recommendations, preparation of First Draft of Standard Sub-committees Reports	Std sub-committees
12/6/00	Responses to previous recommendations due in Academic Affairs Office	Std sub-committee Co-chairs
2/21/01	First Draft of Sub-committee Reports due in Academic Affairs Office	Std sub-committee Co-Chairs
2/22–3/31/01	Review of First Draft Self Study	Cabinet, Academic Senate, College Council, Steering Committee Co-Chairs, Editor, Campus Community
3/28/01	Open Forum	Steering Committee
3-19–4/16/01	Review campus community feedback, return sub-committee reports with recommended revisions to Standard co-chairs	Editor, Steering Committee Co-chairs
4/17-6/14/01	Review by sub-committees of suggested revisions and writing of Second Draft	Std sub-committees
6/27/01	Second Drafts of Standard Reports due in Academic Affairs Office	Std sub-committee Co-Chairs
7/1–9/14/01	Review of Second Draft Standard Reports	Cabinet, College Council, Academic Senate, Associated Student Council, Campus Community
9/6/01	Second Open Forum	Steering Committee
7/1–10/1/01	Final Edit of these Drafts, resulting in a College Second Draft Self Study	Editor
10/8/01	Edited Draft Self Study due in Academic Affairs Office	Editor
10/8–10/12/01	Preparation and distribution of copies for review by Steering Committee	Academic Affairs Office
10/17/01	Review of Accreditation Self Study	Steering Committee
10/18-10/26/01	Final edit of ECC Self Study in response to Steering Committee suggestions	Editor
10/26/01	Edited Draft due in Academic Affairs Office	Editor
!0/26–10/31/01	Preparation and distribution of copies for review by appropriate campus Bodies	Academic Affairs Office
11/1–11/14/01	Review of the Final Draft Self Study through the shared Governance process	Appropriate Campus Bodies
11/14/01	Final Review of Self Study and planning of Team visit arrangements	Steering Committee
11/15–11/26/01	Preparation of copies of Accreditation Self Study for 12/10 Board Meeting	Academic Affairs Office, Public Information Office
12/10/01	Accreditation Self Study submitted to Board of Trustees for acceptance	President's Office
12/18/01	Self Study delivered to Public Information Office for printing and binding	Academic Affairs Office
1/7/02	Printed copies returned to Academic Affairs Office	Public Information Office
1/14/02	Self Study mailed to Accrediting Commission	Academic Affairs Office
1/7 – 3/17/02	Preparation for Team Visit	Steering Committee Co-Chairs
3/19-21/02	Accreditation Team visits ECC	Academic Affairs Office

Introduction

El Camino College is a public two-year institution located in the South Bay area of Los Angeles County. El Camino Community College District encompasses five unified and high school districts and nine cities with a population of nearly one million. The district is governed by a five-member Board of Trustees, each representing one of the five school districts.

In 1946, the community established the college in temporary quarters at a local high school. Within three years, the first permanent structures had been built at the present campus, sited adjacent to Torrance, the district's largest city. The college rests on 126 acres, on which there are 35 buildings with approximately 756,000 square feet of interior space. Currently, the college enrolls more than 25,000 students in a diversity of programs.

The student population also has become very diverse over the years. During the last accreditation, Caucasian students represented the largest ethnic group. However, over the last six years, the number of Hispanic students has increased so that they now represent the largest campus ethnic group. In the Fall, 1996, 28% of the students were Caucasian, 25% were Hispanic, 21% were African American, 15% were Asian, 4% were of Filipino descent, and 1% were American Indian. As of first census for Fall, 2001, 24.6% of the students are Caucasian, 29% are Hispanic, 16.6% are African American, 15.1% are Asian, 3.3% are of Filipino descent and 0.5% are American Indian. Although the ethnic diversity has changed, other student characteristics have remained fairly constant. Women represent 54% of students versus 55% in 1996. Thirty-one percent of the college's students identify themselves as evening students, in contrast to 34% in 1996.

There has been a four percent decline in African American students over the last six years, a trend which the college would like to reverse. To accomplish this goal, the college has recently signed a lease for a new center in Inglewood, adjacent to city hall. The college will be recruiting for a new director whose responsibility will be to coordinate with Academic Affairs, Community Education, and the Business Training Center to schedule classes and workshops for the community, provide academic counseling services, and assist students to transition into the college's academic and vocational programs.

Since 1996, the college has undergone a variety of changes. It adopted a new Educational Master Plan in December, 1998. The Office of Institutional Research has been expanded to support the increased demand for accountability, both internally and externally. In June, 2000, the college hired a new Vice President of Student and Community Advancement, who is providing strong leadership in planning and assessment and is leading the effort to ensure that planning is linked to budgeting. As a result of vacancies, the student services area is undergoing a reorganization to better meet the needs of the college.

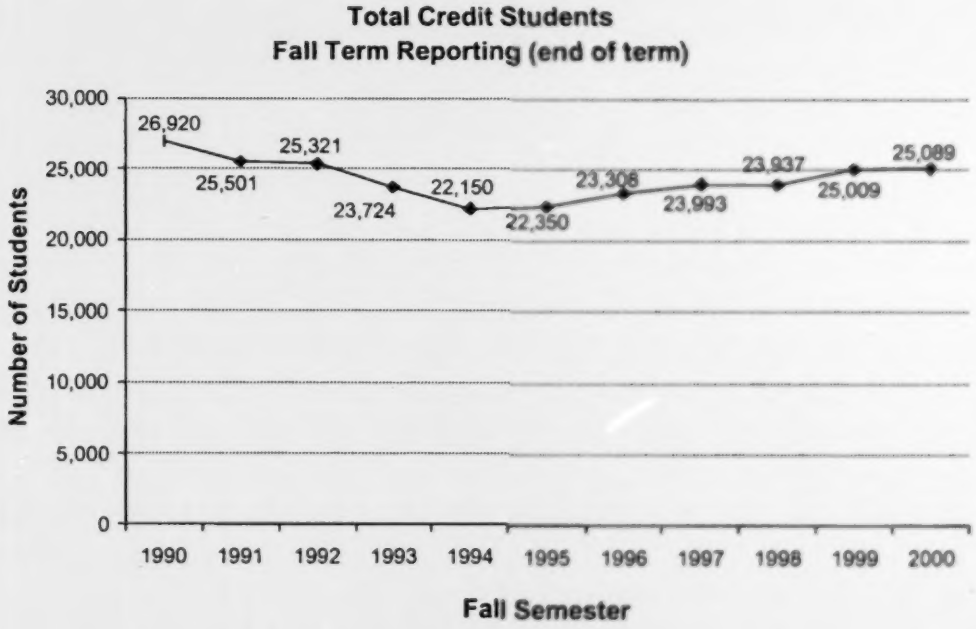
Several new programs have been started to increase student success. In 2000, the government awarded the college a Title V grant, targeting primarily Hispanic students, through a program known as First Year Experience. Partnership for Excellence funds have allowed the faculty to design programs to strengthen instruction and increase student success and retention. The Humanities division has established learning communities throughout the curriculum, and the mathematics department has hired certificated tutors to provide students experienced assistance. Recently, two programs received recognition for their efforts. The MESA program was a finalist for the Prestigious Innovations in American Government Award sponsored by the Ford Foundation. At the annual Community College League of California meeting in Riverside, the organization recognized a dedicated group of faculty for their efforts in establishing the Teachers' Education Program, providing students who are interested in teaching a seamless transition to neighboring CSUs, as they prepare for their teaching credentials.

Technologically, the college has made significant modifications. To become Y2K-compliant, the college purchased an integrated software package, Datatel's Colleague, designed to link student information, human resources, and financials. The conversion from an IBM mainframe computer system to the integrated system involved collaboration between Information Technology Services personnel and users and continues today, as Information Technology refines the system to meet the needs of the institution. In Fall, 1999, the college provided laptops for full-time faculty to facilitate participation in professional and instructional activities. During Spring, 2000, the college completed a campus-networking project that has allowed faculty to integrate the use of the Internet in their classrooms and to facilitate interactions with students. It provided high-speed connections to El Camino's collegewide area network throughout the campus.

Over the past two years, the college examined the feasibility of moving to a compressed calendar. The Calendar Committee, which is comprised of representatives from all campus constituencies, visited other institutions using a modified calendar and held open forums to discuss all options with the campus community. As a result of surveys and other feedback, the college has elected to move to a compressed calendar beginning Fall, 2002. Since its adoption and approval by the Chancellor's Office, the deans, faculty, and staff have worked together to design a schedule to meet the needs of students.

Beginning June, 2002, the college will begin the long awaited renovation of the Natural Sciences complex. In past years, the district completed most of its classroom buildings without any bonded indebtedness. However, since Proposition 13, the college has been at a disadvantage in applying for state funds for new buildings and renovations, as current classrooms are more spacious than state guidelines. Due to age, most of the infrastructure is in need of renewal. As a result of unmet needs, the college is studying the feasibility of a bond issue in 2002. It conducted a voter poll and presented the results to the Board of Trustees at the November, 2001, meeting. The Board is currently deliberating their options for the 2002 elections.

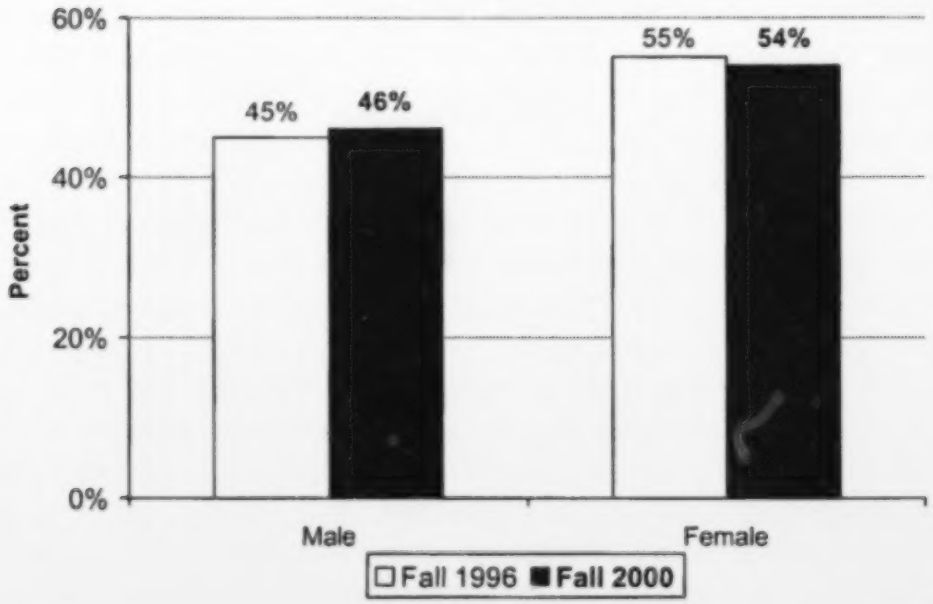
El Camino College Credit Enrollment



Source: Chancellor's Office MIS. Includes any student included in the fall term reporting file (i.e., any student who attempted at least half a unit).

Gender

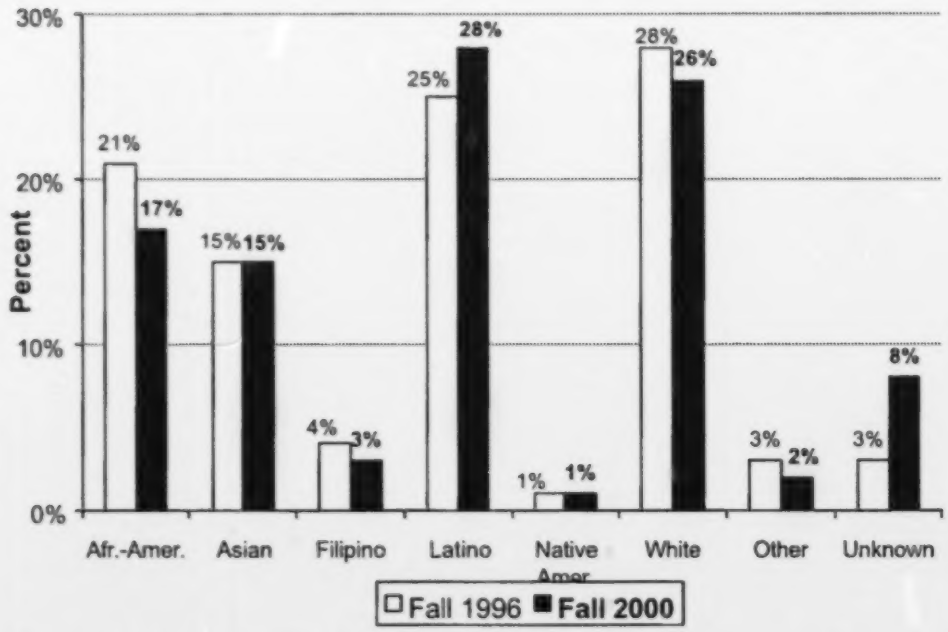
	Fall 1996 N = 23,308	*Fall 2000 N = 25,089*
Male	10,438	11,346
Female	12,870	13,386
Unknown	0	357



Source: Chancellor's Office MIS. Includes any student included in the fall term reporting file (i.e., any student who attempted at least half a unit).

Ethnicity

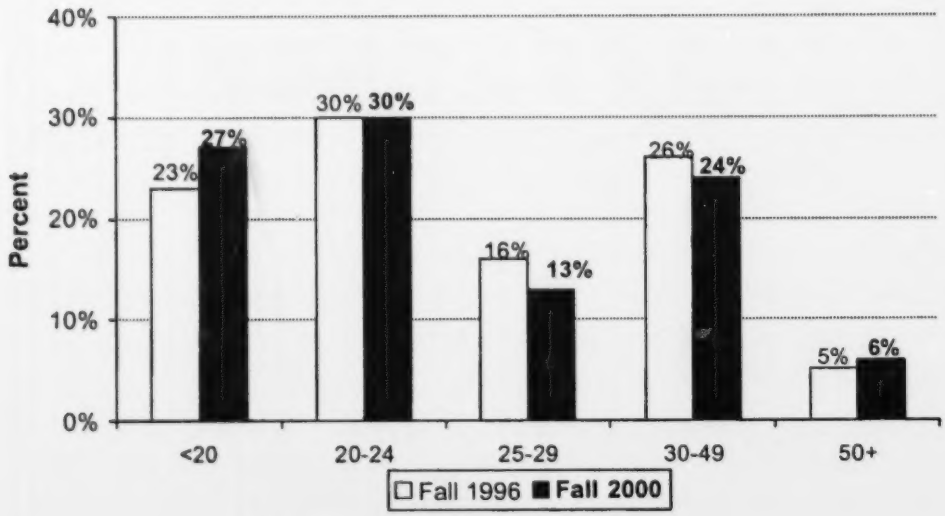
	Fall 1996 N = 23,308	*Fall 2000 N = 25,089*
African-American	4,878	4,257
Asian	3,477	3,794
Filipino	903	817
Latino	5,822	6,925
Native American	189	136
White	6,597	6,556
Other	666	500
Unknown	776	2,104



Source: Chancellor's Office MIS. Includes any student included in the fall term reporting file (i.e., any student who attempted at least half a unit).

Age

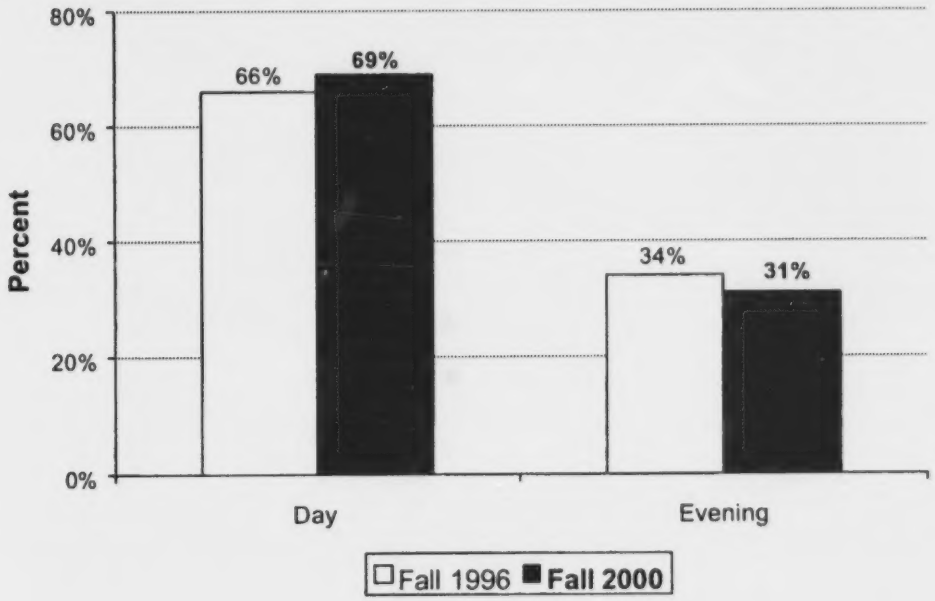
	Fall 1996 N = 23,308	*Fall 2000 N = 25,089*
<20	5,302	6,713
20-24	7,094	7,407
25-29	3,626	3,166
30-49	6,176	6,162
50+	1,110	1,571
Unknown	0	70



Source: Chancellor's Office MIS. Includes any student included in the fall term reporting file (i.e., any student who attempted at least half a unit).

Day/Evening Students

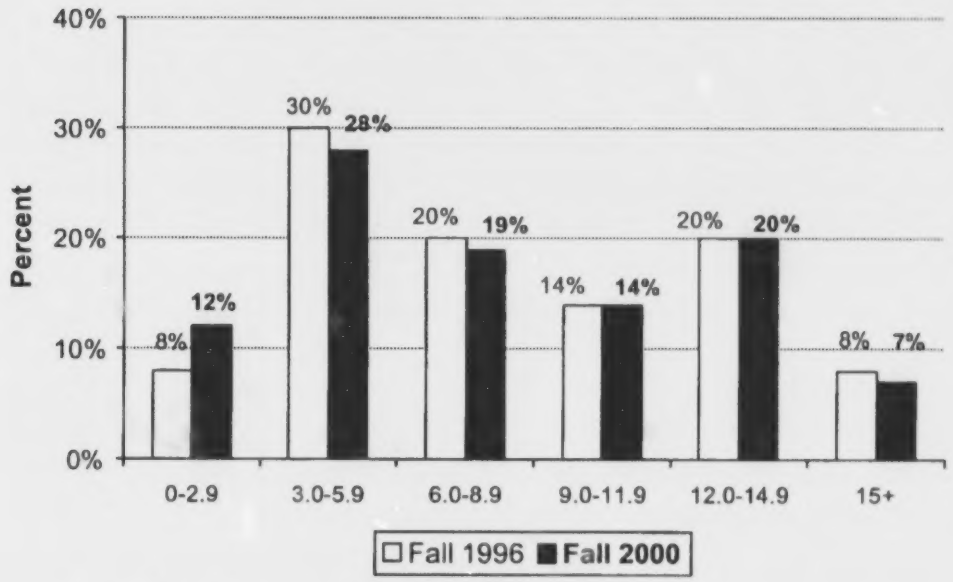
	Fall 1996 N = 23,308	*Fall 2000 N = 25,089*
Day Only, or Day & Evening	15,218	17,004
Evening Only	7,848	7,536
Unknown	242	549



Source: Chancellor's Office MIS. Includes any student included in the fall term reporting file (i.e., any student who attempted at least half a unit).

Unit Load

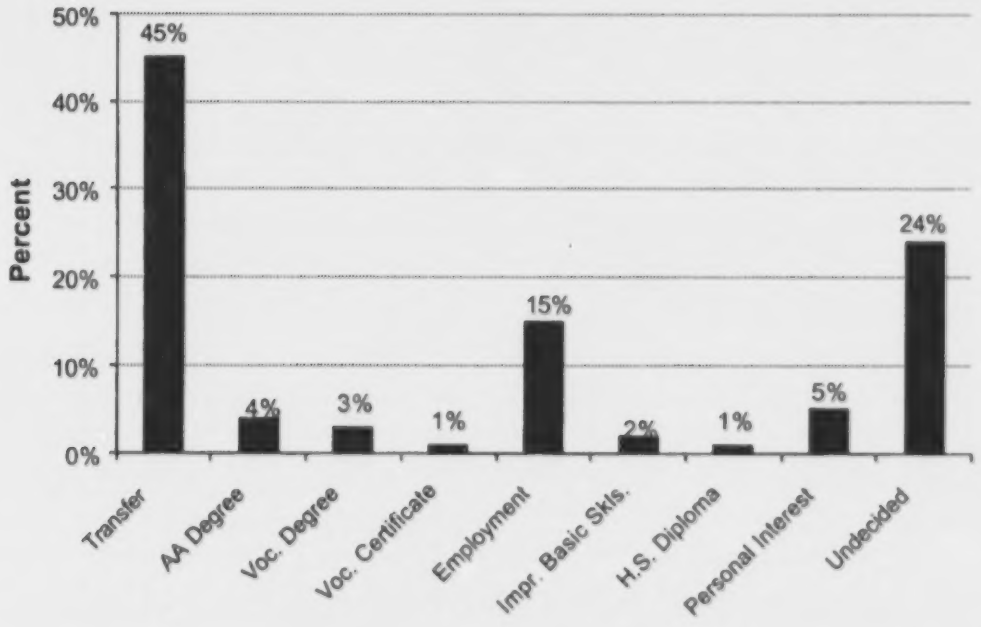
	Fall 1996 N = 23,308	*Fall 2000 N = 25,089*
0-2.9	1,916	2,955
3.0-5.9	7,029	6,942
6.0-8.9	4,719	4,803
9.0-11.9	3,211	3,436
12.0-14.9	4,558	5,122
15+	1,875	1,831



Source: Chancellor's Office MIS. Includes any student included in the fall term reporting file (i.e., any student who attempted at least half a unit).

Educational Goal

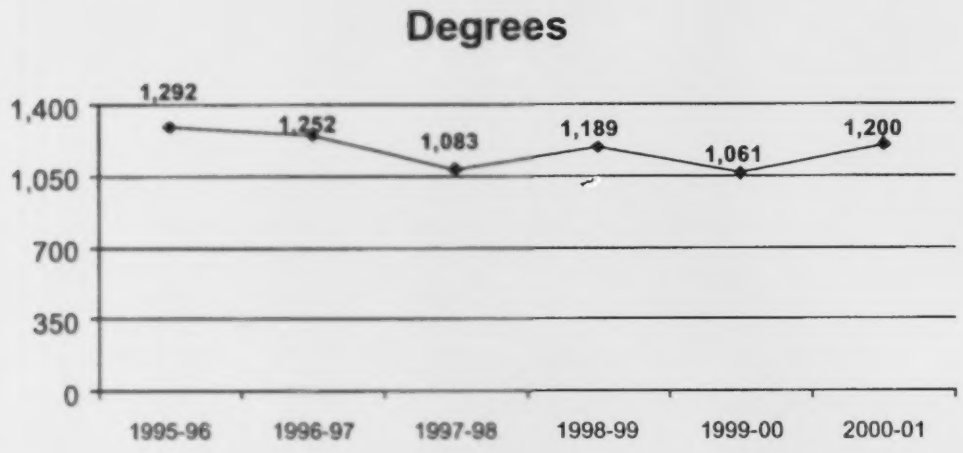
Educational Goal	*Fall 2000 N = 23,785*
Transfer	10,658
- **with an AA**	(8,813)
- **without an AA**	(1,845)
AA degree, no transfer	901
Vocational degree, no transfer	711
Vocational certificate, no transfer	290
Employment	3,408
- **Formulate career interests**	(847)
- **Acquire job skills**	(1,347)
- **Update job skills**	(980)
- **Maintain license**	(234)
Improve basic skills	535
High school diploma	273
Personal interest	1,054
Undecided	5,661
Unreported	294

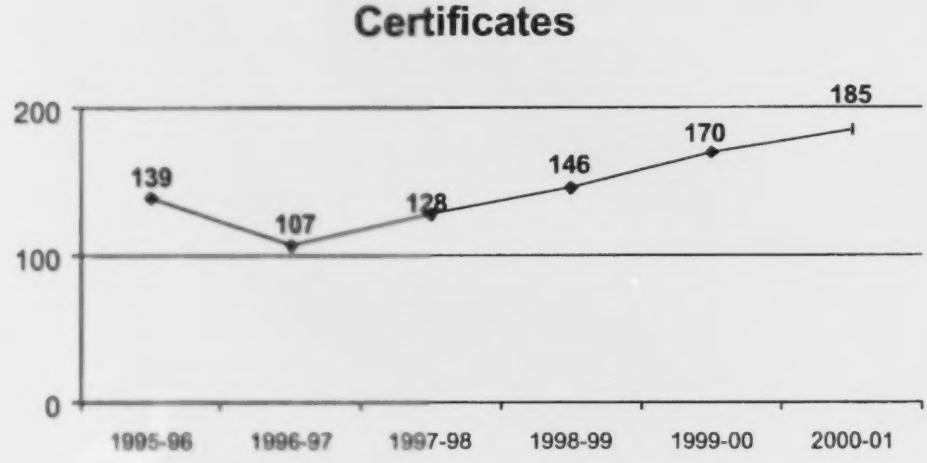


Notes:

Educational goal represents students' initial (often uninformed) reason for enrolling at El Camino College; it is collected on the application for admission. Extracted from Datatel on Fall 2000 Census, by the Institutional Research Office.

Awards

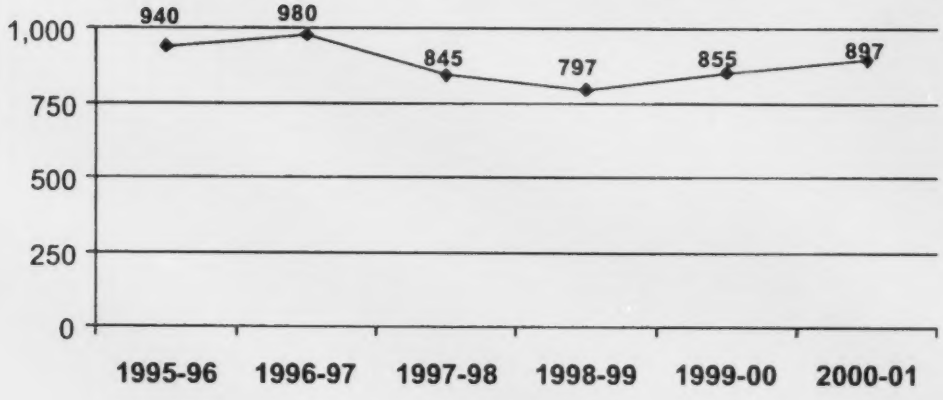




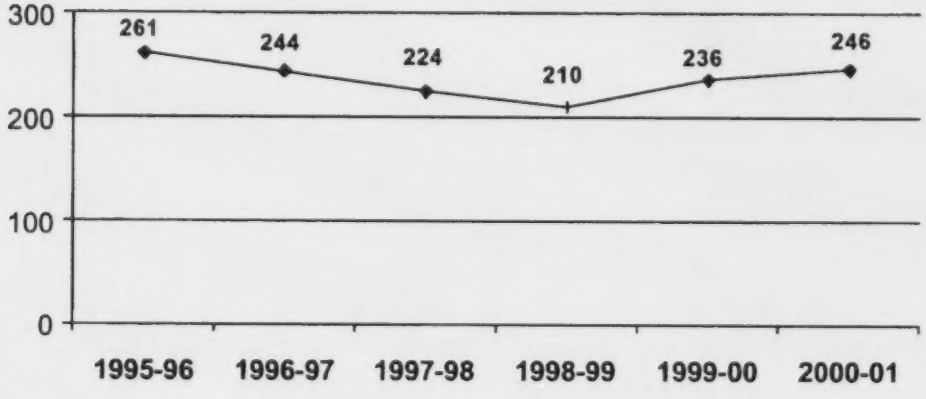
Source: Chancellor's Office Data Mart

Transfer

CSU



UC

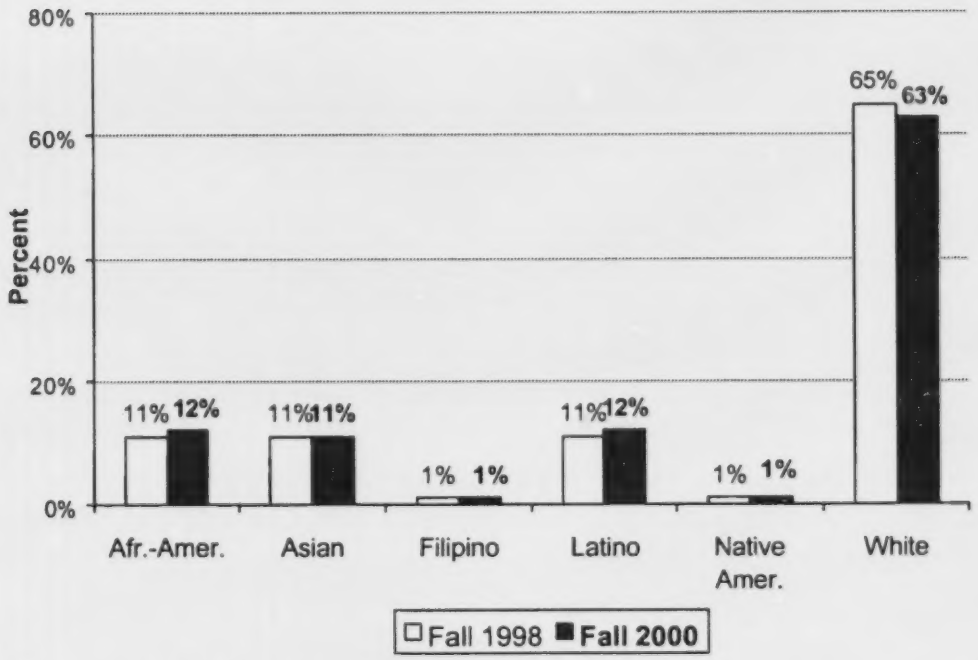


Source: CPEC Student Profiles

Employee Information

Ethnicity

	Fall 1998 *N = 1,219*	*Fall 2000* *N = 1,321*
African-American	131	158
Asian	127	146
Filipino	17	16
Latino	137	155
Native American	10	9
White	797	835
Unknown	0	2



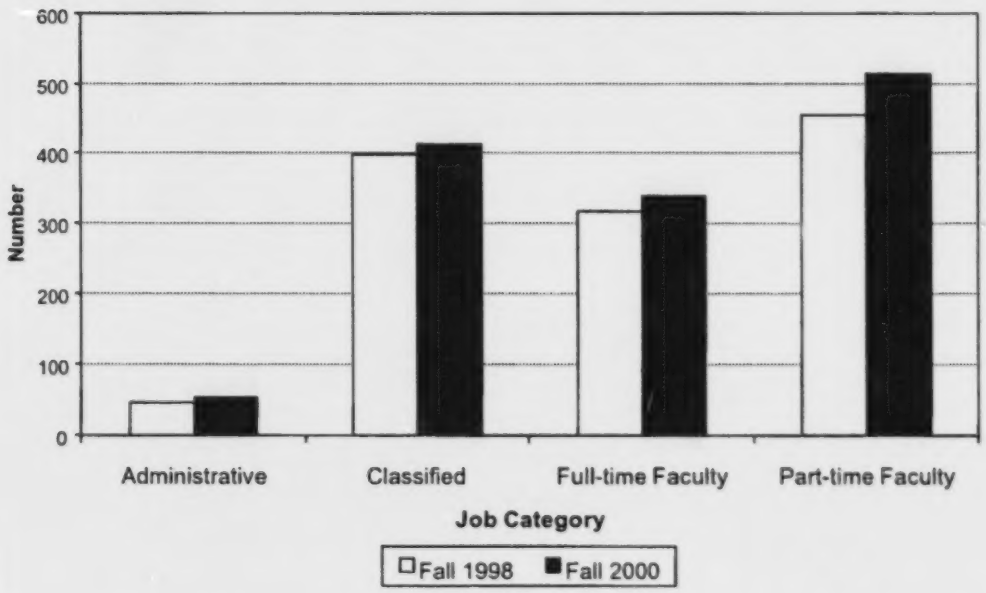
Source:

Chancellor's Office MIS Employee Ethnicity Report

Employee Information

Job Category

	Fall 1998 N = 1,219	*Fall 2000 N = 1,321*
Administrative	47	53
Classified	398	413
Faculty	(774)	(855)
Faculty: Full-time	318	341
Faculty: Part-time	456	514



Source: Chancellor's Office MIS. EE06 Activity by Employee Classification Report

Standard 1 – Institutional Integrity, Purposes, Planning and Effectiveness

As cited in the previous recommendation, the college should review and further develop their planning processes to ensure (a) that short and long range planning are linked to budgeting; (b) that information is communicated in a timely, usable format to all constituencies and segments; (c) that participants are appropriately oriented; (d) that alternatives and priorities for addressing operating expenses requirements are provided, and (e) that these processes are linked to the results of program review. (Standards 1B.1, 1B.2, 1B.3, 1C.1, 1C.3, 1C.4, 1D.1B, 7B.1, 7B.3)

Linkage should be clarified and clearly communicated between (1) planning strategy and outcome priorities and (2) budget allocation criteria and process (Standards 1B.1; 1B.2; 1B.3; 1C.3; 1C.4; 2B.2; 7B.1)

In 1997, the El Camino College Board of Trustees established the Division of Planning, Research and Development, under the direction of a dean who reports to the Vice President of Student and Community Advancement. This office coordinated and developed the college's Educational Master Plan, which was completed in 1998.

The El Camino District Planning Council (DPC), established in 1997, provides a vehicle for participation by all constituencies. The DPC utilized external environmental trends, identified by scanning and forecasting teams, to develop institutional goals that were incorporated into the master plan.

To operationalize the plan, the DPC conducted a workshop, "Linking Planning and Budgeting" for all college managers and supervisors and coordinated a collegewide program to link planning and budgeting for the 2000-2001 fiscal year, through the use of the unit action plan (UAP). More than 100 operational units on campus implemented the UAPs to link specific unit objectives to the institutional goals identified in the master plan. The objectives also identified funding requests for budget augmentations and/or enhancements for the 2000-2001 fiscal year. The council also developed and distributed a "Dictionary of Planning Terminology" to all college offices and posted it on the DPC web site. The DPC developed and distributed the process for linking planning and budgeting for the Partnership for Excellence program, which led the college to implement a network-based software that all units use for strategic and operational planning. The new process assists areas in managing planning activities and linking specific objectives to budgets.

Each year, the Budget Development Committee (BDC) publishes its guidelines, budget development criteria, and assumptions; they are widely distributed throughout the campus. Further, the Budget Development Committee includes a statement indicating that its deliberations and recommendations reflect the master plan. Procedures and timelines for requesting new, unbudgeted positions, however, appear cumbersome and duplicate efforts in many instances. The college does not widely distribute the procedures, and they are not readily available in the district's Procedures Manual. Also, many requests for new positions are not based on plans identified in the unit action plans. Finally, the budget approval process for specially funded programs (e.g. VTEA, DSP&S, EOP&S, Technology Plan, block grants, and agency grants) necessitate special consideration. Often times, the college needs a more efficient and quicker response to budget requests because of the nature of the programs' funding requirements and externally imposed time lines for achieving the objectives of the programs.

In recognition of the need for better coordination between planning and budgeting, the college held

a retreat on February 1, 2001, with participation from the Budget Development Committee, District Planning Council, Academic Senate, College Council, Associated Students, and the Cabinet. Retreat participants identified the strengths and weaknesses of the current planning and budgeting process and developed criteria for an improved model. The college formed a task force to develop the model and process based on the suggested criteria. It met throughout the spring semester and has forwarded its recommendations, "Report on Linking Planning to Budgeting" to the DPC and the BDC for their review prior to sending it the Superintendent/President.

The District Planning Council continues to systematically communicate with all campus constituencies. All meetings of the council are open to the public. It regularly schedules meetings on the second and fourth Thursdays of the month and publishes the minutes on the DPC web site within one week following the meeting. It distributes its documents to all college constituents.

As cited in the previous accreditation report, the college should develop and implement systematic student services and administrative services review processes to complement existing instructional program review. Furthermore, all reviews need to provide criteria for assessing current and future effectiveness. The results of the review process should be linked to budgeting within the context of available resources inducing consideration for resource re-allocation. (Standards 1C.2, 1D.1B, 2B.2, 3C, 3E.2)

Formal review processes with broad input should be designed and implemented for student services and administrative services. (Standards 1C.2, 1D.1B, 2B.2, 3E.2)

In March, 1998, an El Camino College team visited El Paso Community College in Texas to study its methods for evaluating program and institutional effectiveness. After a follow-up visit with representatives from El Paso, the Student and Community Advancement and the Administrative Services areas developed program review models that were different from the academic program review process.

The Student and Community Advancement area held four workshops in December, 1998, and January, 1999, to develop program review procedures. Following a pilot program involving five units, the area has fully implemented its program review process. To date, twelve units within Admission and Records, Counseling, Community Advancement, Planning, Research and Development, and Student Services have completed program reviews. As part of the program review process, units examine utilization of financial resources, including matching financial resources to unit goals.

The Administrative Services area has examined a variety of program review models since 1996. Area units rely on two methods of evaluation for improvement. Through their annual reports, the units conduct an internal evaluation of progress made toward the achievement of goals and objectives, identify goals and objectives for the year, and determine areas for improvement. Units also conduct an external evaluation where respondents rate services. During March, 1999, all managers in the Administrative Services area participated in a two-day planning retreat where they developed an outline for a comprehensive planning model, including program review.

Standard 2 – Educational Programs

That the faculty and administrative leadership mutually review, clarify, and delineate the respective duties, responsibilities, and authority of the College Curriculum Committee, the Academic Senate Council, and the Office of Academic Affairs in the curriculum review and approval process to provide clarification, as appropriate, to the college community. In addition, in order to provide for improved internal committee relations, communications and college wide understanding, the Curriculum Committee's operational guidelines need to be reviewed and further developed, including the clarification of responsibilities, authority, and role of the chairperson. (Standards 2B generally, 2B.1, 2B.2, 2C generally, 2F.1, 2F.2, 2F.3)

With the approval of the college President, in September, 1996, the Vice President of Academic Affairs and the Academic Senate president jointly appointed faculty, deans, and the curriculum advisor to serve on a Curriculum Review Task Force (CRTF), which a faculty member and an academic dean co-chaired. The administration charged the CRTF to develop recommendations for improving the curriculum review and approval process and to strengthen the operational guidelines for the College Curriculum Committee (CCC) and the chair, in particular.

The CRTF met weekly during the 1996-1997 academic year. The task force submitted its report to El Camino College's president in May, 1997. The CRTF's most controversial recommendation was that the College Curriculum Committee no longer be a committee of the Academic Senate, but instead be a stand-alone "college committee, that includes faculty, and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the Academic Senate" (CRTF Report, 43). After a series of discussions between the Academic Senate and district representatives in Fall, 1997, both agreed that the College Curriculum Committee would remain a standing committee of the Academic Senate and that all other recommendations of the CRTF would be implemented.

In Spring, 1998, the Academic Senate approved constitutional revisions to allow the College Curriculum Committee to remain a standing Senate committee and to proceed in developing its bylaws. The College Curriculum Committee, in conjunction with senate and district representatives, subsequently began to draft its bylaws. In Fall, 1998, the College Curriculum Committee adopted bylaws that addressed College Curriculum Committee structure, member terms and responsibilities, the chair's role and responsibilities, and operational procedures.

In early September, 2000, the College Curriculum Committee held a Strategic Planning Day, wherein the committee discussed the CRTF's recommendations to determine which of these recommendations still necessitated implementation. Participants agreed that the following changes had adequately addressed all but three of the CRTF's recommendations: (1) the creation of annual in-service training for Division Curriculum Committee members; (2) the inclusion of Division Curriculum Committees' composition, responsibilities, and procedures within the College Curriculum Committee's bylaws; (3) the intent to produce a draft revision of Board Policy 6123; (4) the formation of CCC subcommittees to revise those parts of the Curriculum Handbook for El Camino College that are more procedural in nature (the "Curriculum Proposal and Approval Flow Chart"); (5) the hiring of a secretary for the Curriculum Office; (6) the provision of regular updates to the Deans' Council and the Academic Senate concerning the state regulations to which the College Curriculum Committee must adhere; and (7) the creation of the aforementioned bylaws.

The three CRTF recommendations that have not been implemented are the formation of a Curriculum Advisory Council, the granting of flex credit to College Curriculum Committee members, and the automation of curriculum proposals. At the College Curriculum Committee's Strategic Planning Day, participants agreed that the committee would not implement the recommendation to form a Curriculum Advisory Council because the college's Division Curriculum Committees and

the College Curriculum Committee are responsible for the duties with which the CRTF was charging this body. They agreed, however, that the Vice President of Academic Affairs and the President of the Academic Senate would recommend to the Staff Development Office that full flex credit be granted to College Curriculum Committee members. They also agreed that the Vice President of Academic Affairs and the President of the Academic Senate would contact Information Technology Services personnel to discuss the creation of a College Curriculum Committee web site wherein interested parties could access CCC forms, as well as specific instructions for completing these forms.

That the college give prompt and serious consideration to the development of a plan to address its enrollment decline. The development of such a plan needs the participation and cooperation of the entire college community – faculty, administration staff, as well as students. (Standards 2A.2, 2A.4, 2A.6, 2B.3)

In response to the college's enrollment decline during the early and mid-1990s, the Vice President of Student and Community Advancement formed a committee to address recruitment procedures and goals. Currently, the Vice President of Academic Affairs incorporates recruitment and enrollment issues into the Deans' Council and staff meeting agendas. Further, the vice-presidents produce and distribute monthly enrollment management reports, and the Vice-President of Student and Community Advancement has established an Enrollment Management Committee.

Moreover, the college has added classes to accommodate the changing needs in the community. It has added Friday evening, Saturday, and Sunday classes for flexibility in scheduling, and has expanded short-term course offerings. In addition, El Camino has created an Afternoon College for high school students.

At the request of local public safety agencies, the Industry and Technology Division developed a series of courses to meet the ongoing training needs of public safety employees. Under the direction of the Dean of Industry and Technology, the college introduced a paramedic program in 1997. During 1997-1998, that program generated 470 FTES. The college also developed in-service training courses to meet the needs of fire and ocean lifeguard personnel. Fire in-service training courses started in Spring, 1998; lifeguard in-service training courses started in 1999. The college expects the in-service courses to produce approximately 300 FTES per year.

The college has likewise expanded its recruitment efforts in numerous ways. First, the faculty of the Behavioral and Social Sciences and Humanities divisions have established a Learning Community Alliance as a recruiting tool. Second, under the Workforce Education director, El Camino filmed a recruitment video entitled, "Exploring Career Pathways at El Camino College" and subsequently distributed it at local high schools. Third, some individual departments also undertook heightened recruitment efforts. For example, the ESL department developed a recruitment brochure for distribution within the district. Fourth, the college increased the Public Information and Marketing Department budget so that more recruitment advertising can be done. Fifth, the college regularly sends recruiters to libraries and other sites, and permanently assigns adjunct counselors to local high schools within the district to meet with high school students and answer their questions about enrolling at El Camino College. The college is expanding this program, and counselors will soon be assigned to local high schools outside the district. Sixth, under the direction of the Vice President of Student and Community Advancement, counselors make recruitment visits to local high schools and, under the direction of the Vice President of Academic Affairs, El Camino College offers classes on high school campuses. Seventh, in the cities of Inglewood and Torrance, the college has established One-Stop centers; the centers offer courses tar-

geted to community needs. Eighth, in Spring, 1998, the college established a CalWORKs program on campus to assist welfare recipients and those transitioning off of welfare to achieve long-term self-sufficiency through coordinated student services. Ninth, El Camino hosts an annual Career Expo. Approximately two hundred employees and workforce development service providers participate in and sponsor the event. Finally, in Spring, 2000, the college instituted an annual internship and majors' fairs. The college busses several hundred high school students to campus to explore academic and vocational programs and careers at these fairs.

The college has additional programs that are in the planning stages; they are expected to be in place in the near future. Under the direction of the Dean of the Business Division, a local CISCO Academy has been established, and classes began in Fall, 2001. The college is also considering the development of a Program for Accelerated College Education (PACE) to address the needs of time-impaired working adults. Under the direction of the Dean of Industry and Technology, the college is planning a police in-service. Finally, under the direction of the Dean of Behavioral and Social Sciences, the college has developed a Teacher Education Preparation Program.

With respect to recruiting tools, a second recruitment video highlighting the college's advanced technology courses in the computer information systems department and the computer science department is in the planning stage and should be released in Spring, 2002.

Standard 6 – Physical Resources

It is recommended that the facilities plans, including the five-year capital outlay, deferred maintenance, and other infrastructure and equipment needs plans, be integrated into the college planning process in order to insure full college community participation in decision making. (Standards 6C.1, 6C.2)

El Camino College provides for college community participation in its facilities and equipment procurement planning process by soliciting information from stakeholders, analyzing the information, and incorporating results into the relevant plans.

The El Camino College Educational Master Plan, published in November, 1998, had full college community participation. The Educational Master Plan contains the goals of El Camino College and enumerates the facilities planning and projects to support those goals.

As part of the process of development of the Educational Master Plan, each operating unit of the college had an opportunity to submit a unit action plan. Each UAP included future projected facilities needs. The unit planning guides were part of the analysis of information used in the development of college goals and also the development of facilities planning projects.

The Five-Year Capital Outlay Plan supports the goals of the college expressed in the Educational Master Plan, particularly goal 2, which states, "Provide the technology, infrastructure, facilities and information distribution systems that will enable El Camino College to support the task of educating, learning and administering in the 21st century." The most recent plan identifies six projects to support this goal. The project with the highest priority, the Science Complex Renovation, received funding for preparing preliminary plans and working drawings. A design team of architects, engineers, building users, and facilities staff has been meeting regularly to accomplish the needed tasks. As other projects are funded, additional design groups will be formed.

The Five-Year Scheduled Maintenance plan has been developed with input from campus users and facilities staff. As projects are funded, the college forms project teams to incorporate the needs expressed by campus users and those responsible for the systems into the design and con-

struction process. It has recently formed a project team to guide the replacement of the ventilation system and provide cooling to the Technical Arts building. The team included building occupants, facilities staff, and management. The college updates the Five-Year Scheduled Maintenance Plan annually and presents it to the Board of Trustees for comment and adoption.

The college published a Campus Facilities Needs report in April, 2000, and updated it in April, 2001. The report contains a listing of facilities needs and the related costs. Information provided by campus stakeholders generated a $210,000,000 needs lists. The information contained in this report will guide the college's facilities planning and objectives in the future.

The college develops equipment and technology plans in consultation with stakeholders. In 1997, El Camino College developed and published its technology plan. The college provided its community with the opportunity to give input through a series of workshops open to all interested parties. The resulting plan included much of the input. The college continues to update the Technology Plan as its needs change or it completes plan objectives.

El Camino College has placed and will continue to place a high importance on ensuring it develops facilities and equipment plans with the input of the college community, in accordance with the stated goals of the institution.

Standard 7 – Financial Resources

It is recommended that the budget development process be linked to the institutional planning process in a manner which provides for the short- and long-term evaluation of outcomes. (Standards 7B.1, 7B.3, 1B.2, 1C.3, 1C.4)

The college understands and supports the need to link the budget development process with institutional planning in a manner that allows for both short- and long-term evaluation of outcomes. To that end, the Budget Development Committee, in December, 1996, established priorities for budget augmentations. Among the highest priorities are "essential projects that increase services to students or the community, based upon a program review plan and/or accountability data" and "projects or activities which directly increase revenues or decrease expenditures for the District." These priorities have been clearly communicated to each division and office at the college. The criteria have been incorporated into justifications required for actions, such as faculty hiring and the allocation of block grant, academic technology, and Partnership for Excellence funds.

Because the Educational Master Plan was not finished until late 1998, the budget development process could not be linked to the plan in time for 1999 – 2000 budgeting. However, with the adoption of the Educational Master Plan and its dissemination on campus, and with the establishment of operational objectives by October, 1999, the budget development process began to link the institutional planning process in the course of formulating the 2000–2001 fiscal-year budget.

In November, 1999, the administration asked all departments to develop unit action plans. These plans serve as the strategic plan of action to implement the master plan. They are the basic building blocks for future budget considerations because they provide a rationale for justification of future personnel, equipment, and facilities requests, as well as a direct link between environmental core trends, institutional goals and strategies, and unit goals and objectives.

The details of reviewing and approving the plans did not happen as smoothly as expected to meet the time lines for development of the 2000–2001 budget. However, the staff included supporting data in the budget document for 2000-2001 to implement the master plan budget goals and

Budget Development Committee criteria for budget augmentations and enhancements.

The unit action plans were also developed for the 2001-2002 budget. A joint planning session to incorporate the master plan goals with budgeting occurred on February 1, 2001. As a result of the joint meeting, the college formed a task force to make recommendations regarding linking planning to budgeting. The Budget Development Committee altered the development of the 2001-2002 budget calendar to accommodate recommended changes.

Standard 8 – Governance and Administration

It is recommended that the college further focus its organizational and communication processes to clearly delineate functions, duties, responsibilities, and authority of the various constituent groups and governance committees with the goal of improving a common understanding. All members of the college community need to share in the responsibility of facilitating the decision-making process with the goal of producing more informed and supported decisions. (Standards 8C.1, 8D.2, 8D.3, 8D.5, 8E.2, 8F.2, 6C.2)

That the roles, responsibility, and authority of governance committees and administrative units be clarified, distinguished, and communicated collegewide (Standards 8C.1, 8D.2, 8D.3, 8E.2, 8F.2).

The first step in understanding the functions, duties, responsibilities, and authority of the various constituent groups in the governance process was to hold retreats, which the college sponsored, to allow each group to assess its role. The college sought broad participation from the campus community during this ongoing effort. One specific outcome that has occurred has been to emphasize that the leadership of each body within the shared governance structure is to assume responsibility for informing its members of their role in college-level governance.

Under the leadership of the Superintendent/President, the College Council, representing administrators, classified staff, faculty, and students, developed the College Consultation Procedure (Procedure 801). This procedure clarifies the roles and responsibilities of the various campus constituencies operating within the shared governance structure and recognizes the rights granted to constituent members by state law, Education Code, and board policy. It identifies how administration, classified staff, faculty, and students can participate in the development and implementation of policies and procedures through participation on councils, committees, and task forces, with the College Council serving as the central point through which they may make their recommendations. The College Council is responsible for making recommendations to the Superintendent/President regarding campuswide issues, policies, and procedures.

In order to clarify the committee structure, the College Council reviewed and revised the College Committee Handbook to include the purpose, meeting time, membership, and reporting relationship(s) of campus committees. Campuswide committees are a part of the communication network and are also usually constituent-based where possible and feasible. This handbook has been available for all employees on the campus Infonet since January, 2001.

In addition to the work done by the College Council to facilitate communication between constituent groups and development of collegewide recommendations, different areas have made changes to improve the decision-making process. The President of the Academic Senate and the Vice President of Academic Affairs meet regularly to discuss issues regarding academic and professional matters and their impact on the college. A representative of the Academic Senate participates in meetings of the Council of Deans, and a representative of the deans participates in meetings of the Academic Senate. This interaction has facilitated communication between the two groups when addressing policy issues. Fur-

thermore, the Vice Presidents meet weekly in an effort to improve communication among the groups and increase the awareness of issues that affect each area, resulting in more informed and supported decisions.

The college utilizes many sources of communication. Almost all campus committees and/or councils have representatives from classified staff, faculty, students, and administration. In some cases the executive leadership of individual constituency groups appoint members to a particular committee or council. Attendance at meetings is open to any interested employee. Meeting agendas and minutes of the campus committees or councils have been posted on the campus Infonet since January, 2001, as part of the committee handbook project. For those employees who currently do not have access to an on-line system, the college distributes the agendas and minutes to them via office managers, so that they have an opportunity to read them. It is the responsibility of individual committee members to report back to his or her constituency all relevant information. They also communicate concerns and issues that employees have to their respective committees or councils.

In particular, the following primary networks exist to facilitate the flow of information college-wide:

> The Board of Trustees meets on the third Monday of each month unless it schedules on alternate days due to holidays or other special reasons. The meetings are open to the public and are attended by campus employees and members of the community attend.

Members of the leadership from the classified employees union, the faculty union, Academic Senate, and student body attend all board meetings and have an opportunity to address any agenda item.

The Superintendent/President continues to have an open hour on Tuesdays at 2:00 p.m. for any employee who has a concern or issue to discuss.

The College Council meets on every Monday at 1:00 p.m. in the boardroom. The representation includes a voting member from the El Camino Classified Employees, the American Federation of Teachers, the Academic Senate, the Police Officers Association, and the Associated Students Organization; the Superintendent/President; and an administrator. The three vice presidents are ex-officio members and do not vote. This meeting is also open to any interested employee. Recommendations come to the College Council primarily from area councils.

Representatives from each division and a student, who is usually the Associated Students Organization counterpart of the area vice president, compose the area councils. There are also division councils that are composed of representatives from each department of the division and a student, who is usually the Associated Students Organization counterpart of the dean of an academic division.

Standard One: Institutional Mission

The institution has a statement of mission that defines the institution, its educational purposes, its students, and its place in the higher education community.

1.1 The institution has a statement of mission adopted by the governing board, which identifies the broad-based educational purposes it seeks to achieve.

Descriptive Summary:

The mission statement for El Camino College has evolved considerably since the college s last accreditation visit in Spring, 1996. Today, it appears as Board Policy 1200 (The El Camino College Mission, Philosophy, Values and Guiding Principles) (1.1) and begins, The mission of El Camino College is to meet the educational needs of our diverse community and to ensure student success by offering quality, comprehensive educational opportunities. El Camino College is committed to being an open access institution and serving students of all ages, cultures, and backgrounds.

The expanded mission statement also recognizes the role of faculty and staff in responding to the diverse and changing needs of the college s students and community by providing a comprehensive curriculum and a variety of educational opportunities:

- Achievement of Associate Degrees in Arts and Sciences
- Transfer to baccalaureate institutions
- Mastery of basic skills such as critical thinking, mathematics, written, and oral communication
- Cultural enrichment and lifelong learning
- Acquisition of the necessary career education and skills to successfully participate in the workplace and global economy
- Development of the economy and jobs in the region and state

Institutional goals, supporting or developed from the mission statement, are also presented to assure the attainment of the educational goals:

- Maintain optimal academic standards
- Ensure the availability of academic and student support services
- Provide the technology, infrastructure, and facilities to support teaching and learning
- Foster a positive campus climate
- Create educational, business, and community partnerships
- Follow progressive and prudent fiscal policies and practices
- Support continuous professional development for faculty and staff

These goals provide the clarity and specificity necessary for the college to actualize its institutional purpose and provide direction for the various departments and offices on campus. Consistent with the pattern of linking institutional goals to the mission statement are the statements of philosophy, values, and guiding principles that frame Board Policy 1200. The statement of philosophy focuses all college activities on El Camino s community and reiterates the commitment of the college to be responsible and responsive in all matters educational, fiscal, and social.

Further reinforcing this commitment is the college s statement of values, which places the institution s highest value on students and their educational goals. The statement of values also identifies the college s four core values-people, integrity, respect, and excellence.

The institution s role and scope, and its philosophy and values, all converge to produce the

guiding principles for El Camino College, which include a commitment to strive for distinction in everything the college does, to cooperate with the college s partners in education, business, and industry, and to provide access and opportunity to all without compromise or discrimination.

Self Evaluation:

El Camino College expanded its mission statement in 2001 to facilitate better the college s desire to establish a broader framework for assessing student learning, in and out of the classroom, as well as the institution s overall effectiveness. The one-sentence mission statement, previously utilized in the late 1990s, was easily publicized and served effectively as a canopy for all the educational purposes of the college. However, the expanded mission statement provides a clear and more comprehensive statement of the institution s future intentions.

While the college mission is included in the catalog (1.2) and the Educational Master Plan (1.3), there is no direct link to the mission statement on the college web page or the campus Infonet. The college communicates progress toward meeting institutional goals that are tied to Partnership for Excellence funds through the *President s Newsletter* (1.4), as well as through *College Performance on Partnership for Excellence Goals through 1999-2000*, a publication produced by the Office of Institutional Research (1.5). However, it does not appear that overall progress on meeting institutional goals has been comparably communicated.

1.2 The mission statement defines the students the institution intends to serve, as well as the parameters under which programs can be offered and resources allocated.

Descriptive Summary:

The mission statement clearly defines the college s commitment to serving students of all ages, cultures, and backgrounds. The changing economic, educational, cultural, and technological needs of the students and community are, furthermore, recognized in the institutional goals and core trends identified in the Educational Master Plan. In response to the analysis of core trends and the direction established by the mission statement, El Camino College has developed partnerships and grants to deliver traditional and non-traditional teaching models and support programs that respond to the needs of clients in the South Bay and the surrounding areas.

Self Evaluation:

El Camino College continues to be responsive to the surrounding community s measurable and continuing shift in its cultural and ethnic demographics and has endeavored to bridge the educational and employment gaps of the underrepresented, underprepared student population with support programs like Adult Reentry, Project Success (focusing on improving retention and transfer for African American students), the Puente Project (focusing on improving retention and transfer for Hispanic students), Mathematics, Engineering, and Science Achievement (MESA), Extended Opportunity Programs and Services (EOP&S), and a variety of tutoring services. Recently, the college has acquired Title V funding as a Hispanic-serving institution to support efforts of incoming freshmen from all backgrounds. The First Year Experience program combines learning communities and peer mentoring models to enhance academic success for beginning students. The Special Resource Center has established a partnership to provide transition programs and services for students who are learning or developmentally disabled. Its community transition program is one of five in the state and serves as a model for other colleges.

The El Camino College Language Academy (ECLA), developed as a community service-based program in English language instruction, and the International Students Program (ISP), which enrolls students in the college s credit curriculum, address the linguistic and transition-

al needs of foreign students who are coming to the college in ever-increasing numbers. The ECLA, for example, has tripled its enrollment to more than 200 students since its inception in 1997-1998, while the ISP has also tripled in size to 750 students since the institution s last accreditation. To be sure, the college has complemented its multicultural environment with an increased international flavor.

The institution has also developed programs and affiliated partnerships to serve a varied range of student and community needs. The California Work Opportunity and Responsibility to Kids (CalWORKs) program, Workplace Learning Resource Center, and One-Stop Career/ Education Centers offer opportunities for clients transitioning from welfare to work and those who are seeking immediate retraining and employment. Further, the Center for International Trade and Development and the Center for Business Training, which offer state-of-the-art instruction in vocational fields designed to maximize the region s economy, address the economic and employment needs of the community. Programs such as Afternoon College, a credit program established for local high school students pursuing a head start in their college educations, and the College for Youth, which offers a comprehensive, community service-based curriculum that includes grammar, mathematics, and study and test-taking skills for elementary school children, expand the parameters of institutional offerings.

It appears that faculty and staff of the college agree that El Camino is largely accomplishing its mission to meet the educational needs of our diverse community. The results of an institutional priorities survey developed by the Noel-Levitz research group indicate that 59% of faculty and staff either agree or strongly agree that the courses and programs offered meet the needs of current students. Faculty and staff gave even stronger responses to questions dealing with special groups. Seventy percent, for example, agreed or strongly agreed that the college demonstrates a commitment to the needs of underrepresented populations, while 77% agreed or strongly agreed that El Camino shows a similar commitment to students with disabilities.

Student feedback on a satisfaction survey, also developed by Noel-Levitz, produced a slightly broader range of responses. Thirty-nine percent of students noted that they were satisfied or very satisfied that the college does whatever it can to help students reach their educational goals, while an additional 20% said they were somewhat satisfied. In contrast, 47% of faculty and staff either agreed or strongly agreed with the same statement, while 27% somewhat agreed. When compared to other institutions comprising the Noel-Levitz western regional sampling of community colleges, El Camino students did indicate a lesser degree of satisfaction than their counterparts at other schools, so some exploration into the possible causes may be informative.

1.3 Institutional planning and decision-making are guided by the mission statement.

Descriptive Summary:

The college s expanded statement of institutional purpose continues to serve as the umbrella under which the college subsumes institutional goals and the Educational Master Plan. Because it is a research-based document, the master plan reflects El Camino s emphasis on outcomes-focused strategic planning more than any other operational document. The plan, with its institutional goals drawn from an analysis of core trends, now provides the foundation for decisions regarding instructional programs, support services, staffing, and facilities. At the operational level, the institutional goals have, in turn, helped to determine planning objectives and the allocation of resources. These goals are subsequently linked to individual plans developed at the division/department/unit level through the unit action plan (1.6), which is used to make requests for resources. The UAPs must indicate a direct link to target goals and core trends. Each division/department/unit must

specify the progress achieved in meeting the institutional goals in its annual report.

In order to provide a mechanism for better assessing the progress of divisions/ departments/units toward achievement of the mission of the college, as defined through its institutional goals, the college introduced (Fall, 2000) a new format for annual reports that major organizational units submit. Divisions/departments/units, in their annual reports, indicate how unit objectives tie directly to the institutional goals of the master plan. Requests for budget augmentations and enhancements, Partnership for Excellence funds, and VTEA funds must similarly demonstrate a linkage to the institutional goals before funding decisions can be made.

Self Evaluation:

With the introduction of the new annual report format, the college asks the major divisions and departments to provide their respective vice presidents with quantitative information concerning progress toward institutional goals and issues arising from program review, as well as performance on various key performance indicators. The new annual report, as well as other planning tools, such as the unit action plan, has contributed to heightening awareness that all planning and decision-making should be guided by the mission statement and its outgrowth, the institutional goals.

1.4 The institution evaluates and revises its mission statement on a regular basis.

Descriptive Summary:

The El Camino College catalogs of the early 1990s presented the mission statement in the same section as the history of the college (1.7). The mission statement identified the overarching intent of the institution and described the campus clientele, as well as the academic environment. The catalog also listed the college s functional goals, including general education, occupational education, transfer education, developmental education, educational support services, and community services.

In an attempt to make its mission statement a succinct, easily disseminated, and vital expression of the institution s educational aims, El Camino College, starting with 1994-1995, publicized and distributed a one-sentence statement that appeared on such publications as the college catalog and *President s Newsletter*. The District Planning Council, when it developed the college s Educational Master Plan in 1998, designed and added a value statement, guiding principles, and, most important, eight institutional goals that would complement the purposes of the mission statement published in the master plan. Finally, on January 16, 2001, the Board of Trustees approved a modification of the mission statement that features a statement of philosophy.

Self Evaluation:

The expanded statement of institutional purpose that appears in the 2001-2002 catalog provides the most recent example of the college s commitment to evaluate and revise its mission statement. The impetus for moving from the one-line statement of the late 1990s to a publication of the expanded statement, in fact, stemmed from the college s accreditation steering committee s review of the of the mission statement in 2000. Given the emphasis on assessment and institutional accountability now influencing the accreditation process, the committee found that a broad statement of institutional intent, supported by institutional goals that give direction to the overall operation of the college, greatly facilitated the measurement of institutional effectiveness. The college District Planning Council intends to review the master plan annually and update it every three years. Although the college has demonstrated a willingness to revise its mission statement, coordinating periodic evaluation of the mission statement with updates of the master plan may be desirable.

Planning Agenda:

¥ Establish a process to communicate the progress of accomplishment of institutional goals toward the achievement of the mission. (1.1)

¥ Ensure that all major decisions are made in the context of both the mission statement and Educational Master Plan. (1.3)

¥ Develop a review cycle for the mission statement to guarantee that, as the community changes, the college remains responsive to its needs. (1.4)

References:

1.1 Board Policy 1200 — El Camino College Mission, Philosophy, Values and Guiding Principles

1.2 El Camino College Catalog, 2001-2002

1.3 Educational Master Plan

1.4 *Presidents Newsletter*, February 8, 2001

1.5 *College Performance on Partnership for Excellence Goals through 1999-2000*

1.6 Unit Action Plan

1.7 El Camino College Catalog, 1993-1994

Standard Two: Institutional Integrity

The institution subscribes to, advocates, and demonstrates honesty and truthfulness in representations to its constituencies and the public; in pursuit of truth and the dissemination of knowledge; in its treatment of and respect for administration, faculty, staff, and students; in the management of its affairs and in relationships with its accreditation association and other external agencies.

2.1 The institution represents itself clearly, accurately, and consistently to its constituencies, the public, and prospective students through its catalogues, publications, and statements, including those presented in electronic formats. Precise, accurate, and current information is provided in the college catalog concerning (a) educational purposes; (b) degrees, curricular offerings, educational resources, and course offerings; (c) student fees and other financial obligations, student financial aid, and fee refund policies; (d) requirements for admission and for achievement of degrees, including the academic calendar and information regarding program length; and (e) the names of administrators, faculty, and governing board.

Descriptive Summary:

El Camino College utilizes a variety of methods to provide information to its constituencies, the public, and prospective students. The primary source of this information to both students and prospective students is the college catalog (2.1), which is published annually, and the Schedule of Classes (2.2), which is published each term and distributed free to the students and the community. In recent years, the college has been developing its web site (2.3) to serve as another vehicle where both students and the public can obtain information about the institution and the programs and services it offers.

The college catalog provides the most complete source of information regarding admission requirements, educational purposes, degree and certificate programs and requirements, course offerings, refund policies, graduation requirements, and a roster of the administration and faculty. The catalog also includes pertinent board policies on standards of scholarship, discrimination, sexual harassment, and standards of student conduct. Prior to publication, each area annually reviews its section of the catalog to ensure the information is accurate and current and forwards corrections to the Public Information and Marketing Department.

The Schedule of Classes is available in both print and electronic formats. The schedule provides relevant information regarding admission and registration procedures, fees and refund policies, financial aid, prerequisites and challenge procedures, discrimination and harassment policies, and standards of scholarship.

Instructional divisions, such as Industry and Technology, and Community Advancement areas, like Community Education, also publish brochures and catalogs regarding their programs (2.4). Each area is responsible for reviewing the information regularly for accuracy. In addition to these publications, many divisions and departments have created their own web sites.

Student Services publishes a student handbook (2.5). This handbook is distributed to students who attend an orientation to El Camino College as part of the matriculation process. The college annually reviews the handbook, which is designed to inform students of the many available programs and services.

Self Evaluation:

The college makes every effort to ensure that brochures, flyers, handbooks, recruitment materials, advertisements, and the web site provide current, accurate, and consistent information to the public and students on various programs, services, policies, and practices. However, there is no formal process in place to monitor this information.

Under new leadership, the Public Information and Marketing Department conducted an assessment of all division and program brochures. As a result, the department is currently in the process of updating all college publications to ensure that the publications have included appropriate and required information, and are consistent. A task force developed a manual entitled Publication Guidelines and Standards Manual (2.6) to ensure that all printed publications adhere to district policies and legal requirements.

The Public Information and Marketing Department is also working with division deans and the Academic Affairs Office to review and revise both the college catalog and class schedule to make them more student friendly and to ensure that they include all necessary information.

The web is an important source of information to students and the community, and, in some cases, is a person s first contact with the college. During the period for July 1 through July 31, 2001, the college s web site had more than one million hits, indicating how important this tool is becoming as a source of information. However, locating information on the site can be difficult. For example, while the class schedule is available online, the introductory narrative portion is not, and the visitor must navigate through a variety of sub-sites searching for information. Also, student policies are not currently available on the web, although the Public Information and Marketing Department is working to upload the college catalog and class schedule in their entirety.

There currently is no process in place to ensure the maintenance of individual web sites established by various areas. Outdated telephone numbers, general information, and dead links frustrate students in planning their academic programs. Recently, the web developer provided a set of general guidelines for creating department and/or program web sites in order to have some consistency among them. The Network Services Team has prepared a draft of guidelines for web development and maintenance, but these guidelines have not been put into place. As the web continues to become a critical marketing tool for the college, it is important that Public Information and Marketing and the web developer work together.

Recognizing that new students are overwhelmed with paper when they go through orientation, the Counseling Division modified the student handbook to include information that the students need in a more usable format. Rather than a handbook that simply lists information or tells the student where he/she goes, in addition to a series of handouts, the Counseling Division created a student planner (2.7) that covers the academic year. Not only does it contain pertinent information for the student, this information is presented in a way that it will be available when the student needs the information. It also serves as a calendar.

2.2 The institution has readily available governing board-adopted policy protecting academic freedom and responsibility which states the institutional commitment to the free pursuit and dissemination of knowledge and fosters the integrity of the teaching-learning process.

Descriptive Summary:

The college is committed to the free exchange of ideas. Through its board policies on the teaching of controversial issues (2.8) and student rights and responsibilities (2.9), the college seeks to create an environment that is conducive to the teaching-learning process.

Currently, the college policy on academic freedom and responsibilities is part of the Agreement between the El Camino College Federation of Teachers and the district (2.10). The Agreement defines the purpose and limitations of academic freedom. Each new faculty member receives a copy of the Agreement. The policy is also printed in the faculty handbooks.

Through the college catalog, the college informs students of the board policy on student rights and responsibilities (2.1, p. 15). The State Education Code, Title 5 Matriculation Regulations, and board policies list these rights and responsibilities. During orientations for new students, counseling staff discuss the meaning of the board policy and provide students with a copy.

Self Evaluation:

While Article V of the faculty Agreement addresses issues of academic freedom, no time is spent during faculty orientations ensuring faculty understand its meaning. In addition, no explanatory documents have been made available to students or staff. Due to the importance of this concept, the college needs to ensure that discussions are held on the meaning and application of academic freedom and responsibility. Each faculty member needs to know that these rights and responsibilities are important in maintaining the integrity of the teaching-learning process.

It is not clear whether or not students have an understanding of what is meant by academic freedom, as the issue is not addressed under student rights and responsibilities. As the college reviews all board policies, a critical examination of the role of academic freedom in the teaching-learning process and how it pertains to both faculty and students needs to take pláce.

2.3 Faculty and other college staff distinguish between personal conviction and proven conclusions and present relevant data fairly and objectively to students and others.

Descriptive Summary:

The faculty are guided by two documents. The first document is the board policy on the teaching of controversial issues (2.8), which encourages faculty and students to discuss all aspects of a subject in a balanced manner.

The second document is a modified version of the 1987 American Association of University Professors (AAUP) Statement on Professional Ethics, which the El Camino College Academic Senate adopted (2.11). This document outlines faculty responsibility to present information in a fair and objective manner and to encourage students to explore ideas.

Self Evaluation:

As part of the accreditation process, the college surveyed students, using the Noel-Levitz Student Satisfaction Inventory (2.12) during Spring, 2001. According to the survey results, 79% of the students surveyed claimed that they experienced intellectual growth at El Camino College. This would indicate that knowledgeable instructors present relevant information on all subject matter fairly and objectively, so students feel confident about the accuracy of what they are learning.

2.4 Institutions which strive to instill specific beliefs or world views or to require codes of conduct of faculty, administrative and support staff, or students give clear prior notice of such policies.

Descriptive Summary:

The respective district classified staff (2.13) and police officers contracts (2.14) clearly describe behavior that will result in disciplinary action, and the review of disciplinary procedures. All

employees receive a contract at the time of employment and when there are updates or the district negotiates a new agreement. In addition, Board Policy 4281 (2.15), Disciplinary Action, mandates the disciplinary process used by the college for classified staff, including classified managers. The Education Code governs disciplinary proceedings against faculty and administrators.

Board Policy 6125 (2.8), which was adopted in 1965, discusses the teaching of controversial issues and refers to the California Government Code sections that provide clear standards on certain matters of faculty conduct. The policy also states that violations of such standards by faculty may constitute cause for reprimand, demotion, suspension, discharge, or dismissal. The faculty Federation Agreement, Article XXII (2.10, p. 153), also includes a notice of conduct and procedures for faculty.

The students have a clearly defined statement of Standards of Student Conduct in Board Policy 5138 (2.16). The college prints this statement in the college catalog (2.1, p. 24). Counselors and faculty discuss these standards in orientation sessions, as well as in Human Development classes that focus on educational guidance. In addition, faculty may contact Student Services and request that a presentation on these standards be given to their classes.

The catalog (2.1, p. 16), class schedule (2.2, p. 16), and a newly published Administrators Handbook (2.17) also list all agencies and campus offices to which complaints regarding discrimination or sexual harassment may be addressed. Information on these various procedures is readily available in the Human Resources Office, the Office of Staff and Student Diversity, and the Student Services Division Office.

Self Evaluation:

While the college has no formal code of conduct, it has delineated behavior, through board policies and employee agreements, that would be considered unacceptable. This information is readily available in agreements and handbooks for faculty, staff, and students. While the revised Administrators Handbook does not specifically include this information, each office has a board policy manual for reference.

2.5 The institution provides faculty and students with clear expectations concerning the principles of academic honesty and the sanctions for violations.

Descriptive Summary:

The college policy on academic honesty for students is clearly stated in the catalog (2.1, p. 25). The student handbook also has a brief statement on the college s policy on cheating or plagiarism (2.7, p.174). Additionally, college policies on plagiarism are addressed in the Faculty Handbook (2.18) and Part-Time Faculty Handbook (2.19). Board Policy 5138 (2.16) is very clear about standards of conduct and cheating or plagiarism, due process and disciplinary procedures. This policy is also reiterated on the Academic Dishonesty Report Form (2.20), available in the division offices, that an instructor may complete and submit to the division dean when he/she discovers evidence of student academic dishonesty. The college documents the disciplinary action taken by the instructor and any further action recommended by the division dean.

Individual faculty members and their deans usually determine consequences for students found violating the college s academic honesty policy. Academic honesty issues that are not handled by individual faculty or at the department or division level are referred to the Dean of Student Services for resolution.

Self Evaluation:

It is unclear whether there is consistency of consequences for academic dishonesty among the divisions, or between the divisions and the athletic department, where some sanctions on a

student could cause the loss of eligibility to participate for a student-athlete. Also, many faculty are unaware of the Academic Dishonesty Report Form, causing confusion about the proper procedures when academic dishonesty occurs.

2.6 The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Descriptive Summary:

El Camino College communicates and demonstrates its commitment to an appropriate understanding of and a concern for equity and diversity through its policies, procedures, programs, and practices.

The district sets forth and reflects overall commitment to equity and diversity in the El Camino Community College District Board of Trustees Policies and By-Laws, Policy 4118 (2.21), in the Faculty and Staff Diversity Plan (2.22), in the Reaffirmation of Policy statements (2.23), in both the college catalog and class schedules, as well as in course planning and offerings, student and faculty handbooks, planned events, activities and presentations, training and development, and communications disseminated to faculty, staff, students, and the public.

The Office of Staff and Student Diversity is dedicated to ensuring that the district s work and educational environments do not have sexual harassment or unlawful discrimination. This office investigates complaints of discrimination and offers and coordinates major services and programs, such as training and development and sponsorship of cultural diversity events and activities and support for attendees at cultural diversity-related conferences. The office also provides training in communicating across cultures, diversity, sexual harassment, and affirmative action. The college schedules presentations, events, and activities to enhance awareness, respect and tolerance of differences. In addition, the Staff Development Office makes available diversity training workshops available during Flex Days and during the school year.

The district recognizes, celebrates, and promotes the nationally designated months of Latino Heritage, Disability, Native American, Black History, Women s History, and Asian-Pacific American, as well as other related diversity events. Examples include lectures: The Politics of Ethnic and Racial Inequality, Continuing the Dream for Peace and Reconciliation; exhibits: Art and Black Inventions Museum; plays: Reflections and Three Lives; Seminars: Talking Dollars and Making Sense, Technology for Speech and Hearing; What Men Should Know about Women But Don t; Women and the Law; musicals: traditional, contemporary, and cultural and ethnic dance and singing groups; festivals and fairs: black college and book fairs, the Native American inter-tribal pow-wow; cinemas; veterans programs; and poetry readings.

The college presents special programs and services for underrepresented students, students with disabilities, and other students through Project Success, Puente, MESA, and the Title V Hispanic Serving Institution (HSI) Partnership Grant Project. Extended Opportunity Programs and Services, the Financial Aid and Scholarship Office, the Adult Re-Entry Center, CalWORKs/GAIN, Recruitment and School Relations, and the Special Resource Center coordinate other special programs and services.

The Office of Staff and Student Diversity monitors the college s hiring procedures and process, which provide for the implementation of guidelines in the selection of employees. The college validates all applicant pools for their demographic composition and for adverse impact. It selects diversity representatives and assigns them to screening and selection committees to ensure fairness, consistency, and equity in the process.

El Camino College s hirings totaled 135 in 2000-2001. Of this total, underrepresented

hires represented 61 (45%) and women 79 (59%). Executive/ administrators/management accounted for eight of the total, of which four (50%) were underrepresented and four (50%) women. Employment of underrepresented persons in full-time faculty positions totaled seven (44%) and women totaled 11 (69%) of the total of 16 employed. Part-time faculty hires totaled 58. Underrepresented hires made up 19 (33%) and women, 28 (48%) (2.24).

Self Evaluation:

El Camino College s level of commitment to the understanding of and concern for issues of equity and diversity is reflected through policies, practices, programs, services, offerings, and communications. This parallels the district s commitment to serve a diverse community as evidenced in its mission statement.

The recruitment and outreach efforts include the underrepresented populations for district employment opportunities for faculty and staff. Current and expanded student recruitment and outreach efforts to middle and high schools show a widely diverse potential for college student populations.

The college continuously celebrates diversity through presentations, programs, and events during nationally designated monthly celebrations through the year. It increasingly incorporates into the curriculum multi-cultural perspectives, and it conducts diversity training programs throughout the campus. New diversity course offerings include Anthropology 7, 8, and 9 - Native Peoples of South America, Ancient Civilizations of the Americas, and Women, Culture, and Society, respectively. Child Development 12, Teaching Young Children in Multi-Cultural Classrooms, is a new course. Reactivated courses include Psychology 10 and History 30, African American Psychology and History of Japanese Civilizations, respectively. Further, the college offers an extensive English as a Second Language curriculum to meet students needs.

In addition, the college is updating and revising the district s board policies included in the El Camino Community College District Board of Trustees Policies and By-Laws on non-discrimination, affirmative action, and sexual harassment.

2.7 The institution demonstrates honesty and integrity in its athletic programs.

Descriptive Summary:

El Camino College demonstrates honesty and integrity in its men s and women s athletic programs. The El Camino College Procedures Manual for Intercollegiate Athletics (2.25) outlines objectives and responsibilities. It incorporates the philosophy of the Athletic Code of the California Community Colleges Commission on Athletics and the Constitution and By-Laws of the South Coast Conference in which the college competes. The college orients coaching and support staff in commission and conference regulations and by-laws, and their responsibility to comply with such governance regulations.

Of the 21 sports programs offered, 11 are men s sports and 10 are women s sports. The range of student athletes participating in the sports programs is 450-500 students. Athletic counseling is available, as well as tutorial resources for student athletes, who are required to be enrolled in a minimum of 12 units, of which 9 units must apply toward a degree. During their first year, athletes must complete 24 units, with 18 units toward a degree, and maintain a 2.0 grade point average.

Self Evaluation:

El Camino College meets the standard of demonstrating honesty and integrity in its athletic programs. It gives high priority to regular, careful, and continuous certification of the eligibility and monitoring of minimum academic units and progress of all student-athletes. Through coaching and division staff meetings, scheduled orientation sessions, and class and

team meetings for student athletes, college personnel communicate the academic and competition expectations of student athletes. The college verifies each student athlete s academic record for eligibility and continually tracks his or her progress. It also prepares publicity and promotional pieces, such as brochures, pamphlets, programs, schedules, and other information, for each sports program.

2.8 The institution demonstrates honesty and integrity in its relationships with the Commission and agrees to comply with Commission standards, policies, guidelines, public disclosure, and self study requirements.

Descriptive Summary:

El Camino College is diligent in its efforts to comply with Commission standards, policies, guidelines, public disclosure, and self study requirements. All segments of the college participated in the current self study and have been surveyed for input on self study evaluations. Standard committee members have researched each section carefully and have met regularly to create a balanced document that accurately depicts the college s performance. The Steering Committee, composed of standard chairpersons, faculty leaders, and senior administrators, has reviewed and coordinated the work of the standard committees to ensure the self study is accurate and consistent.

The El Camino College Catalog includes information about the college s accreditation through the Western Association of Schools and Colleges. The accreditation information and the address and phone number of the Western Association of Schools and Colleges are listed on page ii of the catalog.

Self Evaluation:

El Camino College continues to comply with Commission principles and to ensure integrity in the representations of its mission and practices, as well as its programs and services. The college distributes an Accreditation Newsletter (2.26) campuswide to keep the whole campus aware of the process and to solicit voluntary input. Those actively involved in the preparation of the self study have been encouraged to identify not only the strengths of the institution, but also its weaknesses. The self study coordinators (Steering Committee chairpersons) provide guidance and respond to committee requests for assistance.

2.9 The institution regularly evaluates and revises institutional policies, practices, and publications to ensure integrity in all representations about its mission, programs, and services.

Descriptive Summary:

El Camino College makes an effort to evaluate and revise institutional policies, procedures, and publications to ensure integrity in all representations about its mission, programs, and services. Through its publications, it disseminates policies and procedures. Students receive an El Camino College Student Handbook and Planner (2.7), and faculty receive an El Camino College Faculty Handbook (2.18) or El Camino College Part-Time Faculty Handbook (2.19). Classified staff have orientation sessions and may also refer to their contract for policy information.

The student handbook covers the following areas: Matriculation, Equal Access, Students Records and Privacy Rights, Campus Security, Student Grievance Procedures, Sexual Harassment and Plagiarism. The handbook lists opportunities for involvement and the available ombudsman support. Other practical information covered includes counseling, financial aid, student programs, safety, parking, and health. It also includes questions and answers and a glossary of terms.

The faculty handbooks are quite complete in stating the major policies and basic information needed by new faculty members. The topics covered include academic freedom, evaluation,

job responsibilities, professional development, salary, retirement, faculty representation, instructional policies, affirmative action policy, discrimination/sexual harassment complaints, support services, emergency procedures, and an appendix of important forms. El Camino College staff members are also kept up to date on the latest practices and policies through department meetings, memos, and electronic communication.

These handbooks provide employees and students with background information, acquaint them with policies and procedures, apprise them of recourse, and direct them in actions and steps necessary to resolve issues that may arise.

In addition, these publications provide the students and part-time faculty an accurate presentation of the information they need in order to protect their own interests, navigate the policies and procedures of the college, and understand the available services and opportunities.

Self Evaluation:

To ensure integrity in all representations about El Camino College s mission, programs, and services, the district makes every effort to evaluate and revise all institutional policies, procedures, and publications. Unfortunately, since the college does not have a regular review cycle, many of these documents are not up-to-date. The college participates in the Community College League of California s Policy and Procedure Service and has begun to revise many of the district s policies. It communicates these to students through the El Camino College Student Handbook, to faculty through the El Camino College Faculty Handbook or El Camino College Part-Time Faculty Handbook, to classified staff through employee orientation sessions and their respective contracts, and to administrators through the newly distributed Administrators Handbook.

While each of these handbooks is quite comprehensive in content and acquaints students, faculty, and classified employees with institutional policies and procedures, the college has only recently updated the student handbook. Only students attending student matriculation or orientation sessions receive a copy of the student handbook. The college provides part-time faculty with the most recent edition of the part-time handbook when they are hired at Human Resources. The college no longer distributes the El Camino College Faculty Handbook to new full-time faculty since it has not been updated since the early 1990s.

Planning Agendas:

- Enhance the college s web site to include publications such as the college catalog and student policies increasing their accessibility to students and the community. (2.1)

- Establish procedures and guidelines for creating and maintaining the college, division, program, and unit web sites. (2.1)

- Develop an academic freedom board policy that addresses the rights and responsibilities of both faculty and students. (2.2)

- Improve communication of all pertinent policies for faculty and revise faculty orientations to incorporate a discussion on these policies. (2.3)

- Design a process to disseminate information when policies and procedures are modified so that all handbooks, publications, and web sites are kept current. (2.4)

- Explore the development of a classified handbook. (2.4)

- Develop timelines for the review and revision of major documents such as the Student Equity Plan, Faculty and Staff Diversity Plan, and handbooks. (2.6, 2.9)

References:

2.1 El Camino College Catalog, 2001-2002

2.2 El Camino College Schedule of Classes, Fall 2001

2.3 www.elcamino.cc.ca.us

2.4 Samples of brochures and catalogs

2.5 El Camino College Student Handbook

2.6 Publication Guidelines and Standards Manual

2.7 2001-2002 Student Handbook and Planner

2.8 Board Policy 6125 — Teaching of Controversial Issues

2.9 Board Policy 6131.2 — Student Rights and Responsibilities

2.10 Agreement between El Camino Community College District and El Camino College Federation of Teachers, pp. 18-19

2.11 El Camino College Academic Senate Newsletter, AAUP Statement on Professional Ethics

2.12 Noel-Levitz Student Satisfaction Inventory, Spring 2001

2.13 Agreement between ECCCD and California School Employees Association, pp. 101-105

2.14 Agreement between ECCCD and El Camino College Police Officer Association, pp. 74-82

2.15 Board Policy 4281 — Disciplinary Action

2.16 Board Policy 5138 — Standards of Student Conduct

2.17 El Camino College Administrators Handbook, 2001

2.18 El Camino College Faculty Handbook, p. 81A

2.19 El Camino College Part-Time Faculty Handbook, p. 35

2.20 Academic Dishonesty Report Form

2.21 El Camino Community College Board of Trustees Policies and By-Laws, Board Policy

2.22 El Camino Community College District, Faculty and Staff Diversity Plan, pp. 1-3

2.23 El Camino Community College District Reaffirmation of Policy on Staff and Student Diversity

2.24 Human Resources employment data

2.25 El Camino College Procedures Manual for Intercollegiate Athletics

2.26 Accreditation Newsletters

Standard Three: Institutional Effectiveness

The institution, appropriate to its mission and purposes as a higher education institution, develops and implements a broad-based and integrated system of research, evaluation, and planning to assess institutional effectiveness and uses the results for institutional improvement. The institution identifies outcomes which can be validated by objective evidence.

A1. Institutional research is integrated with and supportive of institutional planning and evaluation.

Descriptive Summary:

In January, 1997, the college established a new Division of Planning, Research and Development to coordinate district planning, research and evaluation, and grant activities. The division dean reports directly to the Vice President for Student and Community Advancement. Two years later, the Office of Institutional Research was established. The Director of Institutional Research reports to the division dean.

The Office of Institutional Research (OIR) developed and disseminated guidelines for assigning priority levels to incoming research requests (3.1). Research that is designed to assist in major planning or evaluation efforts (such as program review, Partnership for Excellence (PFE), and accreditation) is assigned a higher priority than most other requests and is subordinate only to research required to fulfill state or federal reporting mandates, or to ensure the integrity of data.

The Dean of Planning, Research and Development and the Director of Institutional Research work together to integrate research and planning activities. Both serve as active members of the District Planning Council (DPC) and, when needed, attend Budget Development Committee meetings to provide the necessary link between planning and budgeting activities. The Director of Institutional Research serves on other college committees involved in more specialized planning activities (the Technology Committee and the Enrollment Management Task Force). The Office of Institutional Research also provides research to support the decision-making and planning activities of other college committees (the College Curriculum Committee, the Calendar Committee, and the Academic Deans Council).

Self Evaluation:

Since the last Accreditation Self Study, El Camino College has made progress integrating institutional research, planning, and evaluation. The Office of Institutional Research provides an important function for planning and evaluation and serves as a reliable source of data, information, and analysis. Examples of the type of research and evaluation provided by the OIR are the reports entitled, *College Performance on Partnership for Excellence Goals through 1998-1999* and *College Performance on Partnership for Excellence Goals through 1999-2000* (3.2 and 3.3). These reports present data that evaluate the college s progress toward achievement of its local PFE target goals and compare the data to systemwide performance. The reports serve as performance evaluation tools and provide important data used for planning as well as for determining future PFE priorities.

The Office of Institutional Research serves all segments of the college (3.4) through the primary functions of designing and conducting institutional research and analysis of data from sources, such as student and faculty/staff opinion and satisfaction surveys, reports on college

performance, institutional effectiveness, program effectiveness, and demographic trends.

A2. The institution provides the necessary resources for effective research and evaluation.

Descriptive Summary:

During the 1999—2000 academic year, the college substantially increased its commitment to institutional research by establishing in the Division of Planning, Research and Development three new positions: the Director of Institutional Research and two full-time research analysts. A full-time administrative assistant supports all division personnel. The Office of Institutional Research is centrally located in two rooms of the Administration Building. Resources supporting OIR operations come from three primary sources: Partnership for Excellence, Matriculation, and a Department of Education (Developing Hispanic Serving Institutions) Title V grant.

Self Evaluation:

The college has made significant improvements. In less than one year, it filled three new OIR positions with experienced personnel, who hold at least a master s degree in a related field. The district swiftly recognized the need for and secured appropriate resources (including new office facilities, computers, and software) for the new research personnel. The director and researchers each received special training in relevant data retrieval and reporting techniques on the new Datatel system. Further, the college supports professional growth activities for these personnel to attend conferences and workshops provided by organizations such as the California Community College Research and Planning Group and the National Association for Institutional Research.

In addition to skilled personnel, appropriate data storage and retrieval systems are crucial resources for effective research and evaluation. The college provides staff with state-of-the-art hardware and software.

The college s implementation of the Datatel system in Fall, 1999, resulted in both improvements and setbacks for the college. Prior to Datatel implementation, researchers had no access to live data, relying instead on querying a static database of student records. Researchers now have access to live data on the Datatel system, which integrates academic, fiscal, student, and staff records. Unfortunately, the scope and structure of the Datatel system severely limits the ability of researchers to perform queries and produce research reports as quickly as desired. Although all research personnel have sufficient access to Datatel records, the cumbersome nature of the Datatel database requires extensive computer time for querying, extracting records, and aggregating data and has had a detrimental impact on productivity. Efforts have been made to alleviate these problems through data warehousing using COGNOS software. Data retrieval and manipulation are significant obstacles to efficient research and evaluation on the campus.

A3. The institution has developed and implemented the means for evaluating how well, and in what ways, it accomplishes its mission and purposes.

Descriptive Summary:

The primary means for evaluating how well El Camino College accomplishes its mission and purposes is through program review and annual reporting processes. While the annual report format (3.5) is standardized and consistent for all college divisions and departments, the program review process and format varies somewhat in each of the three vice presidential areas. On January 25, 2001, the college distributed institutional key performance indicators (3.6) to all managers and supervisors at a workshop (conducted by the Vice President of Student of Student and Community Advancement) focusing

on the preparation of annual reports. The key performance indicators are measures used to evaluate how well the college accomplishes its mission and purposes as defined in the master plan. The OIR routinely reports college performance on key institutional effectiveness indicators, including transfer rates, degree attainment, certificate attainment, course success, and retention rates. These reports allow planners and decision makers to do both longitudinal comparative analysis and latitudinal studies with other California community colleges (3.7 and 3.8). They may also serve additional functions, such as ensuring that the college meets accountability and reporting requirements associated with the Student Right-to-Know Act, the PFE initiative, and Integrated Postsecondary Educational Data System (IPEDS) reports.

In addition to college-level performance reports, the college has a number of processes that assess the effectiveness of individual programs and departments. In June, 2001, the Vice President of Academic Affairs compiled and published all of the annual reports for 1999-2000 (3.9). This work documents the college s program activities and outcomes and how they are evaluated and linked to institutional mission, purpose, and goals.

The college participates in a number of categorically funded and/or grant-funded programs, such as Extended Opportunity Programs and Services (EOP&S), Disabled Students Programs and Services (DSP&S), Matriculation, VTEA, CalWORKs, and the First Year Experience. It evaluates these programs via cyclical performance reports to the funding sources and through compliance audits conducted internally and externally. Since these types of programs support the institutional mission and purposes, the reports and evaluations are incorporated into the college s program reviews and annual reports.

Self Evaluation:

Primarily through assessments conducted through annual reports and program reviews, El Camino College conscientiously evaluates its mission, purpose, unit functions, and performance on both the global (institutional) level and at the unit (program-specific) level. During 2000, the District Planning Council, College Council, and Board of Trustees reviewed the mission statement. The District Planning Council developed a revised version, which all college constituents reviewed. Following this process, the Board of Trustees adopted an expanded college mission statement on January 16, 2001 (3.10).

In addition to ongoing monitoring activities, cyclical reports, and program reviews, the college has a variety of processes in place to ensure that the institution reviews its performance and effectiveness and plans accordingly. Such processes include regular meetings of the President s Cabinet, College Council, the District Planning Council, the Budget Development Committee, the College Curriculum Committee, and the Technology Planning Committee. The college records committee minutes and publishes them on the college Infonet.

A4. The institution provides evidence that its program evaluations lead to improvement of programs and services.

Descriptive Summary:

The college conducts three types of program evaluation: division annual reports, department and division program reviews, and Chancellor s Office site visits of categorical programs.

All divisions submit annual reports for each department and program within the division. The college revised the annual reporting process in the Summer, 2000, and the new format is standardized and consistent. It has trained all administrators and many program coordinators in the process. The format requires an explanation of improvements in programs and services. The reports document progress toward achieving the institution s master plan and Partnership

for Excellence goals and goals from previous program reviews, and/or site visits, and annual reports. The annual reports conclude with the development of new goals and objectives and the selection of key performance indicators for the current year. The Dean of Planning, Research and Development recently reviewed all annual reports and developed an analysis of college accomplishments (3.11).

Chancellor s Office site visits, while conducted by an independent third party, are done in cooperation with the college and the categorical program. These visits require an intensive self-assessment. These site visits provide essential information, and recommendations become goals and objectives for improving programs and services. The college reports progress toward these goals and objectives in annual reports and in reports to the Chancellor s Office.

The nature and structure of program evaluations differ somewhat across three campus areas: Student and Community Advancement (SCA), Academic Affairs, and Administrative Services. Each area provides a descriptive summary and self evaluation.

Student and Community Advancement: Developed by a special Program Review Task Force in 1999, the program review process for SCA consists of assessing performance for nine core indicators: 1) service satisfaction, 2) communications, 3) employee development, 4) employee performance evaluation, 5) fiscal management, 6) unit planning, 7) physical facilities, 8) working environment, and 9) technology and equipment. The current process is flexible and permits the inclusion of unique, unit-specific measures. The process involves analysis of information stated in administrative reports and records, as well as from surveys of three unit constituencies: clients (usually students), employees, and peers.

To date, the college has reviewed twelve (12) units within SCA. Within the Admissions and Records Office these include Admissions and Records, Registration, and International Students; within Community Advancement: the division office; within Planning, Research and Development: the Grants Development and Management Office; within Counseling Services: Counseling, the Career Center, the Transfer Center, and Assessment/Testing; and within Student Services: Student Development, Financial Aid, and Health Services. The college will review additional units in accordance with the established SCA program review cycle (3.12).

Academic Affairs: In the area of Academic Affairs, the instructional program review has been an evolving process. The El Camino College Instructional Program Review Guide for Self Study Teams, which was developed in 1992, has undergone several revisions. In 1998, a broad cross-section of faculty met with representatives of administration and staff to update and streamline the program review process. The Academic Senate approved A Guide for Academic Program Review (3.13) on May 26, 1998. The academic program review process involves a self study carried out by the faculty of the program, a validation report, and an executive summary modeling the accreditation process. Academic Affairs schedules a review for each program every six years with a midterm report in the third year. The Vice President of Academic Affairs gives a faculty member released time to support the program review process.

To complete the self study, the college asks the faculty to evaluate the following for the program: 1) purpose(s), need(s), and expected learning outcomes; 2) external factors, 3) curriculum review, 4) course requirements, 5) physical and fiscal resources, and 6) evidence of program effectiveness and efficiency. In the final section of the report, faculty identify recommendations for program improvement.

Administrative Services: Since 1995, the college has been developing a comprehensive program review process for the Administrative Services (AS) area. Managers have studied

several models, including the model currently used in the Academic Affairs area, an accreditation model, and the Student and Community Advancement model. To date, however, the college has no fully developed program review model for AS.

Currently, the various departments within the AS area rely on two methods of evaluation of their operations, as well as their plans for improvement. First, it conducts an internal evaluation where each department prepares an annual report that (1) identifies specific goals and objectives for the year, (2) assesses progress made toward the achievement of those goals and objectives, and (3) conducts an internal evaluation and determination of areas for improvement. Second, the college uses an external evaluation where the departments in the AS area employ a survey in which respondents rate services in terms of (1) need, (2) timeliness, (3) responsiveness, (4) feedback, (5) customer service, (6) completion and follow up, and (7) overall performance. The study identifies respondents as administrators, faculty, staff, or non-group. The Office of Institutional Research collects the surveys, analyzes the data, and integrates them into the annual reports for each department.

All managers from the Administrative Services area participated in a two-day planning session on March 22 and 23, 1999, where they developed an outline for a comprehensive planning model that included program review, performance indicators, and core quality indicators. The overall emphasis during the two-day planning session was on associating all area plans and activities with the El Camino College Educational Master Plan (3.14). One of the most significant products from the planning session is the working draft of the Administrative Services Program Review Cycle (3.15), which includes a flow chart with time lines for achievement of the various program review components.

Unfortunately, the college has not completely implemented this working draft. Further, it is not clear how the college uses annual reports and surveys to improve programs and services.

Self Evaluation:

Institutional Review of Improvements in Programs and Services

The college has made significant improvements in this area. However, there is currently no uniform, systematic method to determine which plans receive available financial (or other) resources needed to implement plans for improvement presented in the annual reports. During the last two years, the annual reporting process has been standardized and now provides a comprehensive review of institutional accomplishments. These reports show evidence of improvements in programs and services. As administrators and coordinators who write these reports become more accomplished in writing measurable objectives and using key performance indicators, the reports will be even more helpful. The college should provide continued training in this area. It would also be beneficial to the college to come to consensus on a limited number of key performance indicators so that all divisions are focused on using the same measures of success.

Area Reviews of Improvements in Programs and Services

There is no consistent, standardized program review process in place for all areas of the college. Rather, each vice presidential area (Student Community Advancement, Academic Affairs, and Administrative Services) has developed its own process, which includes the following:

Student and Community Advancement: The program review process for this area is comprehensive, incorporating input from unit managers, employees, peers, and clients (primarily students). Additional features of this program review structure include both standard and unique measures. The college reviewed the Grants Development and Management Office

and the Admissions and Records Office last year. One of the outcomes of the review included a reorganization of both offices. The college will monitor improvements in efficiency and effectiveness through the process of annual reports and program review.

Academic Affairs: In 1999-2000, rather than start any new program reviews, the area made an effort to complete the outstanding studies. The college has identified 72 academic and vocational programs, of which 56 are somewhere in the process. Thirty-four have completed the entire process, and several have begun their second review cycle. There is some evidence that problems identified in the program reviews are being addressed. The anthropology program has expanded its curriculum offerings, and the number of full-time instructors has increased from one to three. The electronics program received funding to upgrade its equipment, and the cosmetology program secured VTEA funds to purchase needed equipment and began offering a developing evening program.

Eighteen programs are in the final stages and waiting for the executive summary. A major problem has been an inability to schedule executive summary meetings although the college is making a concerted effort to complete all summaries by the end of 2001. Due to a lack of sanctions, some programs have failed to initiate program review. Recent contract negotiations have included program review as a responsibility of faculty members to provide some accountability.

The instructional program review process needs to be improved in an effort to underscore its value. The current process is cumbersome as many faculty do not fully understand the accreditation process. Also a failure to request midterm reports hampers efforts to evaluate whether or not there has been measurable improvement in many of the programs. A meeting among the Vice President of Academic Affairs, the Dean of Planning, Research and Development, and the Director of Institutional Research addressed the possibilities of tying the program review process to the current planning process. The Vice President of Academic Affairs and President of the Academic Senate are reviewing several options.

Administrative Services: The internal and external components of the AS area program evaluation process contribute significantly to the preparation of annual reports and the development of plans for improvements. The Administrative Services Area Survey (3.16) is a valuable tool used to determine how various college constituent groups rate a department s services. The primary limitation of the current survey instrument appears to be that it does not identify any specific service, process, or product that may need improvement. Nonetheless, the survey allows respondents the opportunity to write comments, which often reveal patterns of strengths or weakness in a department's operations. Analysis of the comments, therefore, help identify specific services, processes, or products worthy of further attention. Despite implementation of this review process, the Administrative Services area has no evidence to present to indicate that its evaluation efforts lead directly to improvements in programs and services.

B1. The institution defines and publishes its planning processes and involves appropriate segments of the college community in the development of institutional plans.

Descriptive Summary:

The primary planning processes of El Camino College are defined in the Educational Master Plan. The District Planning Council (DPC) is charged with the responsibility of coordinating institutional planning for the college. Membership on the District Planning Council reflects all constituencies of the college community including faculty, management, staff, and students. All college plans relate to the Educational Master Plan as defined in the Dictionary of Planning Terminology (3.17). The college developed and reviewed the

Educational Master Plan through the collegial consultation process, as defined in Board Policy 3605 (3.18). The Board of Trustees adopted it in November, 1998. Currently, the basic building block for all college planning, from the unit level through the institutional level, is the unit action plan (3.19). Copies of unit action plans are on file in the Division of Planning, Research and Development. Copies of the Educational Master Plan have been distributed to all college division offices and are also available in several formats on the District Planning Council web page (http://www.elcamino.cc.ca.us/PlanningWeb/Documents.htm).

The Board of Trustees is committed to broad-based participation and provides every opportunity for individuals and groups to participate in the development of institutional plans. This commitment is clearly expressed in the Board s Collegial Consultation Policy.

Self Evaluation:

The district satisfies all parts of this accreditation standard.

B2. The institution defines and integrates its evaluation and planning processes to identify priorities for improvement.

Descriptive Summary:

Evaluation and planning processes vary slightly from area to area, division to division, and department to department. However, the basic evaluation process is fairly consistent throughout the college. The college conducts evaluations primarily through the process of program review, which generally includes the faculty, staff, and students involved in/with the program being evaluated. Program review typically includes the following steps: (1) identification of the program s goals and objectives, (2) delineation and collection of relevant data, (3) conducting surveys to gather employee and/or customer perceptions about the program, and (4) analysis of all the information gathered during the evaluation period.

In the Academic Affairs area, instructional divisions and programs are evaluated on a six-year cycle. In the Student and Community Advancement area, evaluation may be conducted as often as annually, depending on the funding source or the nature of the specific functions of the program (e.g., grant-funded programs, such as the Workplace Learning Resource Center, usually submit midterm and annual reports to the funding agencies; admissions and records evaluate registration after each registration period.) The Administrative Services area reviews goals and objectives of each department via annual reports. Area personnel submit annual reports to the appropriate vice president. The annual report format is uniform and consistent throughout the college. Each program review and annual report contains sections for planning in the form of future goals and objectives, which, in turn, establish the basis for the next evaluation.

Self Evaluation:

Although the planning and evaluation processes are systematic and defined for each area, it is not clear how they directly impact institutional priorities for improvement. Each unit establishes its priorities based on the program review and evaluation processes. However, institutional priorities may be driven by political and/or economic priorities externally imposed upon the college by the legislature, the Chancellor s Office, or the economy.

B3. The institution engages in systematic and integrated educational, financial, physical, and human resources planning and implements changes to improve programs and services.

Descriptive Summary:

The Educational Master Plan provides the basic framework for integrating educational, financial, physical, and human resource planning.

During the budget development cycle, all segments of the college have the opportunity to develop unit action plans (UAPs). The UAP links the institutional goals of the master plan to unit goals and objectives that are linked to funding requests. This level of planning is synchronized with the Budget Development Calendar (3.20). Any individual or group may initiate an unit action plan and submit it to the division/ department council for review and prioritization. Following division/departmental review, the department forwards UAPs to the to the appropriate vice president. After the vice president reviews the unit action plan, it is returned to the division/department for modification and then submitted to the Budget Development Committee for consideration and prioritization. The Budget Development Committee assesses UAP funding requests and prioritizes them according to the established budget development criteria (3.21) before making final budget recommendations to the college president.

From July 2000 through July 2001, the District Planning Council discussed methods by which the college could improve the planning and budgeting process in order to (1) utilize common planning terminology, (2) more closely link budgets with plans, (3) reduce paper flow and redundancy, (4) increase efficiency and effectiveness, (5) facilitate monitoring of plan implementation, and (6) facilitate reporting. Following an investigation, the college implemented Q-Builder, a network-based software for implementing strategic and operational planning. It contains the following features: (1) supports unit-level planning activities, (2) has the key elements to manage planning activities, such as action strategies, key performance indicators, evaluation reviews, (3) links specific objectives to budgets, (4) syntax wizards to help build objectives, and (5) report management though cumulative progress reviews.

The District Planning Council acknowledged that several critical factors would be necessary to assure the successful collegewide implementation of Q-Builder: (1) active support from the president and vice presidents, (2) pilot testing of the software to iron out start-up problems, (3) training at the beginning, intermediate, and advanced levels, (4) establishment of user groups to encourage utilization of the software and share problems and solutions associated with implementation, and (5) continuous and on-going support from a campus expert who would up-date the organizational information and provide assistance to unit users. To meet these needs, the college purchased Q-Builder and conducted its first round of training with a pilot test group of 12 units (four from each vice president s area of responsibility) on May 1, 2001. Subsequent training sessions will be held until all units of the college are successfully using the Q-Builder software (3.22).

Self Evaluation:

The college initially developed the planning process to determine how to best allocate and distribute Partnership for Excellence funds. Thus, the Partnership for Excellence served as a catalyst and as the springboard for an in-depth investigation and subsequent purchase of Q-Builder. Implementation of the Q-Builder software marks a significant step toward systematizing and integrating planning and resource allocation for achievement of plans. The college is studying Q-Builder and will make necessary modifications in order to assure that planning and program improvement are intimately linked together and are universally implemented.

C1. The institution specifies intended institutional outcomes and has clear documentation of their achievement.

Descriptive Summary:

The El Camino College Educational Master Plan, Technology Plan, Facilities Plan, Student and Staff Diversity Plan, Injury and Illness Prevention Plan, Matriculation Plan, and other program specific plans all include intended outcomes of various levels and specificity. These plans state goals and objectives related to the college s mission and program goals.

Documentation of the achievement of the goals and objectives contained in these plans is in annual reports and/or program reviews. Program reviews in the Academic Affairs area, for example, include a description of the program characteristics, objectives, and anticipated outcomes such as numbers of students enrolled, WSCH/FTE, completion rates, grade distributions, transfer rates, and student demographics. In the Student and Community Advancement area, programs such as the Counseling, Financial Aid, Assessment/Testing, Job Placement, and Student Development document their levels of achievement in a similar manner.

The college prepares annual program plans for categorical funding such as VTEA, EOP&S, DSP&S, matriculation, Tech Prep, and Staff and Student Diversity. The district also develops a districtwide Technology Plan, Facilities Plan, Five-Year Capital Construction Plan, and Scheduled Maintenance Plan.

The Chancellor s Office periodically conducts external program reviews every six years for categorically funded programs such as EOP&S, Matriculation, and DSP&S. In addition, several other programs such as CalWORKs, Tech Prep, Workplace Learning, CACT, VTEA, SBDC, and CITC also have program review processes (3.23).

Self Evaluation:

The establishment of the Division of Planning, Research and Development, which includes the Office of Institutional Research, is a significant step toward improvement of the evaluation process and the standardization of institutional outcome measures. The college engages in numerous planning, data collection, and reporting activities. Currently, however, they are not well coordinated or uniformly applied throughout the institution. Despite program review, annual reporting, and other assessment efforts, the evaluation of outcomes and recommendations for improvements lack consistent implementation, and the criteria for determination of which recommendations to implement (driven by institutional priorities) need to be more effectively communicated throughout the college community.

C2. The institution uses information from its evaluation and planning activities to communicate matters of quality assurance to the public.

Descriptive Summary:

The college uses numerous vehicles to communicate planning activities and evaluation outcomes to the public. The Annual Budget, for example, includes historical data regarding achievement of Partnership for Excellence local targets in the areas of transfer, degrees and certificates, workforce development, basic skills improvement, and successful course completions. In addition, the college communicates quality assurance to the public through publication of the *President s Newsletter*, reports to various advisory bodies, and general information published on the El Camino College web site.

The VTEA and CalWORKs programs have prepared a videotape and binder that contain essential information about these programs, respectively. The VTEA binder provides information on the academic programs, potential career paths, and respective earning potential for careers. In accordance with the Student Right-to-Know and Campus Security Act (P.L. 101-542), El Camino College makes available its completion and transfer rates to all current and prospective students. This information is updated on an annual basis and is posted to the college s public web site at the following location: http://www.elcamino.cc.ca.us/demographics/right.html.

The Public Information and Marketing Department communicates matters of quality assurance to the public. The office currently oversees an advertising campaign that includes information regarding the quality of academic programs and the availability of student services. In addition, the campaign highlights relevant statistics for the public, such as

student/teacher ratios and transfer rates to various public and private four-year institutions.

Self Evaluation:

In order to more effectively communicate matters of quality assurance to the public, the college enlisted the services of a research firm to conduct an intensive telephone survey of the community (3.24). This survey effort will assist Public Information and Marketing in selecting and presenting information that reflects the primary concern(s) of our community.

C3. The institution systematically reviews and modifies, as appropriate, its institutional research efforts, evaluation processes, institutional plans, and planning processes to determine their ongoing utility for assessing institutional effectiveness.

Descriptive Summary:

The college periodically reviews institutional research evaluation processes, institutional plans, and planning processes. The Division of Planning, Research and Development submits an annual report of such activities, which includes descriptions of major accomplishments, progress toward existing goals, and any areas of concern (3.25).

On February 1, 2000, the college held a one day workshop involving constituents from the Academic Senate, Federation of Teachers, El Camino Classified Employees, College Council, District Planning Council, Budget Development Committee, and Associated Students Organization to study a variety of models for linking budgeting and planning. One outcome of that workshop included the establishment of a task force with the assigned responsibility to develop a specific process and organizational model for El Camino College. The task force developed a set of parameters and criteria to be used in the El Camino model (3.26).

Self Evaluation:

The college established Guidelines for Assigning Priorities for Research Requests and published them as a tool for decreasing the number of research requests that were completed on a first come/first served or urgency basis and for increasing the number of requests that clearly supported major planning or evaluation of various aspects of institutional effectiveness (Refer to section A.4).

The college needs to improve faculty and staff participation in linking college planning to specific budget decisions. It needs to develop a better method of measuring the impact of resource allocation on the fulfillment of institutional goals.

For Academic Affairs, Student and Community Advancement, and Administrative Services, it will be necessary to develop a follow-up mechanism to ensure the fulfillment of any recommendations for improvement that result from program evaluations. In fact, the instructional program review process needs to be evaluated to assess its effectiveness and to make recommendations for any needed revisions.

Planning Agenda

- Complete the implementation of a new data warehouse to facilitate the college s ability to provide timely information. (3A.2)
- Assess program review processes and revise as needed to ensure that the review process provides relevant and timely information to assist areas to improve programs and services. (3A.4)
- Reach consensus on a limited number of key performance indicators in order to focus planning and evaluation efforts. (3A.4)
- Ensure that all managers and program coordinators develop expertise in writing goals and measurable objectives using key performance indicators. (3A.4)

- Develop a method of communicating institutional effectiveness measures to the campus and public. (3A.3, 3C.1, 3C.2)

- Design a comprehensive system that links all evaluation activities and integrates annual reports, program reviews, and Chancellor s Office reports and site visits. (3A.4)

- Design a process to provide reports and documentation regarding campus plans and progress to the staff, faculty, and community. (3C.2)

- Coordinate staff development activities to inform campus constituents of progress achieved toward goals and provide the opportunity for input to the establishment of new goals. (3A.3, 3B.2, 3B.3)

References:

3.1 Guidelines for Assigning Priorities to Research Requests

3.2 *College Performance on Partnership for Excellence Goals through 1998—1999*

3.3 *College Performance on Partnership for Excellence Goals through 1999-2000*

3.4 Annual Report, Division of Planning, Research and Development

3.5 El Camino College Annual Report Format

3.6 El Camino College Key Performance Indicators

3.7 Degree Completions, Transfer Rates and ECC s Top 10 Transfer Institutions

3.8 Student Right-to-Know Data

3.9 Annual Reports: 1999-2000

3.10 Board Policy 1200: College Mission Statement

3.11 Analysis of 1999-2000 Annual Reports

3.12 Student and Community Advancement Program Review Cycle

3.13 A Guide for Academic Program Review

3.14 El Camino College Educational Master Plan

3.15 Administrative Services Program Review Cycle

3.16 1998-99 Administrative Services Area Survey

3.17 Dictionary of Planning Terminology

3.18 Board Policy 3605: Collegial Consultation

3.19 Unit Action Plan ~ Budget Request Form

3.20 El Camino College 2001-2002 Budget Calendar (Revised)

3.21 El Camino College Budget Development Committee Criteria for Augmentations and/or Enhancements

3.22 Q-Builder Materials

3.23 Sample: EOP&S Program Review Summary Report

3.24 El Camino College 2001 Random Survey

3.25 Sample: Planning, Research and Development Annual Report

3.26 Planning and Budgeting Parameters

Standard Four: Educational Programs

The institution offers collegiate-level programs in recognized fields of study that culminate in identified student competencies leading to degrees and certificates. The provisions of this standard are broadly applicable to all educational activities offered in the name of the institution, regardless of where or how presented, or by whom taught.

A. General Provisions

A.1 The institution seeks to meet the varied educational needs of its students through programs consistent with its instructional mission and purposes and the demographics and economics of its community.

Descriptive Summary:

El Camino College makes a continuous effort to identify and meet the educational needs of its diverse student population. Staff identify students needs through campuswide program review efforts, student interest surveys, vocational advisory committee input, and enrollment trends. Planning documents, such as the El Camino College Technology Plan (4.1), demonstrate the college s efforts to plan for and meet the students academic, career, personal growth, and lifelong learning needs. To reflect the changing demographics and economic needs of the college s students and the community, many campus constituencies, including the District Planning Council, review and refine college-wide goals and objectives on a regular basis.

Beginning in February, 1998, the Dean of Planning, Research and Development held meetings with individuals and groups, including the Board of Trustees, the District Planning Council, the Academic Senate, individual faculty members, faculty, and staff gathered at division and department meetings, college committees, college administrators, and community leaders, to review the educational programs and support services currently in place. Thereafter, the Dean of Planning, Research, and Development outlined a planning process that all instructional and support service units would follow to effectively develop a future direction and to identify the major issues related to educational and facilities planning.

The District Planning Council began the planning process with an examination of the internal and external environments that influence the future development of both the instructional and support service areas. With the assistance of a research analyst, the Dean of Planning, Research and Development subsequently reached a series of conclusions on such topics as instructional and support service program development, instructional delivery, the potential for additional educational centers within the community, and the staffing and financial support that would be needed to operationalize these improvements.

When planning for the improvement of current programs, all educational programs participate in program review (4.2), during which time faculty members develop review processes and generate recommendations that reflect the current state of the department (curriculum resources, community demographics, and demand). Furthermore, through the efforts of the Office of Institutional Research, the college now has the ability to evaluate demographics, business and community needs, and student demands for services (4.3). Since its last accreditation, the college hired a Director of Institutional Research and two institutional research analysts, who further enable the college to evaluate its programs and services.

In addition, the college offers a comprehensive curriculum designed to meet a diverse range of

student educational needs. Courses in English as a Second Language, as well as developmental English and mathematics, serve students who need additional preparation to successfully complete college-level assignments. Similarly, the Instructional Services Division offers a number of courses to assist students with study skills, grammar, vocabulary, and prewriting. Further, students with employment or retraining goals can select from courses in 60 career and vocational areas. Thirty-three certificates of completion and 32 certificates of competence are available in vocational programs, including respiratory care, legal assistant, fire and emergency technology, art gallery management, and childhood education. The college also offers associate in arts degrees in 29 programs and associate in science degrees in 47 programs. A majority of the credit courses offered each semester meet the needs of students who intend to transfer to four-year colleges and universities. Moreover, the college provides vocational and lifelong learning curriculum through its credit courses and through not-for-credit, fee-based courses offered through community education.

The college also provides special programs and services to students with unique or non-traditional needs. Such special programs and services include the Honors Transfer Program, Extended Opportunities Programs and Services (EOP&S), the Puente Project, the Disabled Students Programs and Services (DSP&S), the Tutorial Center, the Learning Resource Center, the Writing Center, the Technical and Occupational Programs (TOP) learning lab, the Alliance for Minority Participation (AMP) Program, the California Work Opportunities and Responsibilities to Kids (CalWORKs) Program, the Afternoon College Program, and the First Year Experience Program. Recently, the Mathematical Sciences Division has established a local Mathematics, Engineering and Science Achievement (MESA) Program through the California Community College Program (CCCP). The program serves between 100 and 120 math, science, and engineering students who wish to transfer to four-year colleges but face barriers in terms of academic support services, financial resources, transfer information, and knowledge of the college s courses and resources. MESA employs a number of interventions to increase diversity within the program and to increase the successful course completion and transfer rates of the targeted students. Also, under the Director of Humanities, faculty have worked to create a Learning Community Alliance, which is designed to increase successful course completion and transfer rates by strategically linking select courses. In addition to all of these special programs, the Associated Students of El Camino College provide students with opportunities to participate in student government, clubs, and a variety of social activities.

Self Evaluation:

El Camino College ensures that courses and programs reflect both the instructional mission of the college, as well as the diverse educational needs of the campus community in a number of ways. First, the college develops and maintains a class schedule designed to accommodate a wide variety of student needs, including those of full-time and part-time students and those with career and family responsibilities. The college offers classes in the day and evening, Monday through Friday, and approximately 66 sections of classes on Saturdays, as well as four sections of classes on Sundays. The college typically offers summer classes in three sessions of various lengths (4.4), in order to provide ongoing, continuous summer opportunities for students. Second, for students needing more flexible, non-traditional schedules, the college has made every effort to offer courses of varied lengths to meet the identified needs of students and the community. Such efforts are evident in distance education, short term, weekend, and Afternoon College course offerings. Third, the college also routinely offers courses which reflect its diverse population. Examples include African Dance and History of the Chicano in the United States. Finally, in the interest of serving as many students as possible, programs such as the Puente Project (which was originally developed to increase the number of Mexican

American/Latino students transferring to four-year colleges and universities) and Project Success (which initially targeted recent African American high college graduates) are now open to all students. However, as a series of informal inquiries concerning the college s special programs revealed, diversifying the population of students served by some of these programs has not solved one of the most critical problems, a lack of awareness concerning services provided. Since the college s special programs have not always been aggressively marketed, academic division staff and students are sometimes unaware of the services these programs offer.

Many of the foregoing assertions concerning the college s efforts to respond to the needs of the students have been validated by the results of the Noel-Levitz student survey where, when asked to respond to the statement, The courses and programs offered meet the needs of current students, 52% of the students surveyed indicated they were satisfied or very satisfied, and 21% indicated they were somewhat satisfied. Similarly, when asked to respond to the statement, There is a good variety of courses provided on this campus, 61% of the respondents indicated they were satisfied or very satisfied, and 18% indicated they were somewhat satisfied (4.5).

A.2. Programs and courses leading to degrees are offered in a manner which provides students the opportunity to complete the program as announced, within a reasonable time.

Descriptive Summary:

The college makes a concerted effort to plan and offer courses and programs in ways that allow students to complete program requirements in a timely manner. Individual divisions, in conjunction with the Vice President of Academic Affairs, carefully plan and monitor program or degree and transfer courses throughout the schedule development process.

To provide students with the courses they need, the college regularly schedules approximately 2,500 sections of classes each fall and spring semester (4.6) along with about 600 sections in the summer. During the schedule development process, faculty and division deans review courses that filled early during the previous registration period, and they develop additional sections for the upcoming schedule in an attempt to ensure that students will be able to enroll in the courses they need. Although certain transfer, degree, or developmental courses in math, English, and computer information systems are routinely oversubscribed, the division deans attempt to increase class offerings in these areas during the registration periods. Also, during each scheduling cycle, the deans review classes that were canceled during the previous semester and make changes in the number, location, or time of offerings to ensure their continued availability in subsequent semesters. Division deans also have some latitude in applying class size standards, and they may allow necessary but low-enrolled courses to remain open in order to facilitate students progress toward the completion of their programs or degrees.

To further assist students in planning a timely course of study, all courses have detailed descriptions in the college catalog, which include prerequisite and co-requisite requirements. The catalog also identifies certificate and degree requirements, along with transfer requirements, and it lists courses with their appropriate California Articulation Number (CAN) to facilitate student planning and transfer. (4.7). Finally, staff periodically review the catalog to update all course information and requirements in order to optimize student opportunity and progress.

Self Evaluation:

In the interest of serving the students most effectively, deans and faculty members develop sequences of courses and particular schedules of classes with great attention to the student. Despite careful planning, however, deans have

expressed concerns during staff meetings because they feel they are unable to offer a sufficient number of courses in all programs. Students face impacted classes in several areas, such as developmental math and English, as well as computer information systems. Although the reasons differ somewhat for individual programs, the consensus of the deans is that the general problems are inadequate utilization of classroom space, inadequate media and technological equipment, and an inadequate campus infrastructure.

Recently, a member of the Business Division selected an informal sampling of degrees and programs to assess whether or not a student could complete the program within a two-year time frame. This individual selected automotive technology, business, art, computer information systems, mathematics, physical science, and Spanish for the limited study. All of the programs which students began in Fall, 1998, could be completed in a two-year period (4.8). This two-year completion time does not imply that a student could choose any course to satisfy the requirements, but that at least one option was available that would allow him/her to complete the certificate/degree. In addition, in some cases, students would have to be flexible in their schedules, taking day and evening courses. However, for students beginning the same programs in Fall, 1999, at least one program has not offered an advanced class for certificate completion (Computer Information Systems 47), and, due to the specialization of the subject matter in this class, there are no alternative course selections available. Also, several other programs, such as art and automotive technology, have limited course choices.

Some programs are designed for daytime students, while others are designed for evening students. For example, although both day and evening classes are offered in the Legal Assistant Program, this particular program is clearly designed for evening students because the majority of students enrolled in the program are working adults. On the other hand, many of the office administration classes are designed for daytime students since the majority of these students are preparing to enter the workforce. Division deans analyze the needs of the students, and they make adjustments to class offerings to satisfy student needs, but, as is evident from the schedule of classes, evening students clearly have fewer overall program options than do daytime students.

Further, advanced courses for certification programs face problems such as infrequent scheduling and limited instructional resources. Because of the advanced nature of the courses, fewer students enroll in them, so offering such courses more frequently would result in course cancellations. Consequently, division deans only offer many of the advanced courses once during a two-year time frame, and some of these courses may be offered at a less than convenient time. Thus, students must be carefully counseled, so they will not miss the opportunity to enroll in these courses. In at least one division, however, students who declare a major (in this case, theater arts) receive a list of courses offered on a rotational basis, so they can plan their schedules accordingly. If more divisions were to adopt this practice, the students who need advanced courses would be better served.

A.3. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary:

El Camino College gives careful consideration to the impact any program changes may have upon enrolled students abilities to complete a program without disruption. Before proposals for program changes are approved, the College Curriculum Committee (CCC) reviews and discusses the ramifications for students. All program changes approved by the CCC are submitted for approval to the Board of Trustees. After the Board approves the program changes, they

are published in the following year s catalog.

When a program is modified or eliminated, the college staff counsel students regarding the changes and offers appropriate alternative programs or courses as needed. Divisions also phase out programs slated for elimination in a manner that allows students currently in the program to complete their degree or certificate. Students affected by the changes may request course substitutions or other program adjustments at any time through the college s petition process.

Based on the student s entrance data, the college grants him/her catalog rights, which stay in effect as long as he/she is a continuing student. Continuous enrollment is defined as enrollment at El Camino College for at least one semester (excluding summer) each calendar year. Students who maintain continuous attendance may opt to fulfill the catalog requirements in effect at the time they began attending the college, or they may opt to fulfill the requirements in effect at the time they graduate from the college (4.7, p. 32). Although there is no specified procedure that is followed by all divisions, the College Curriculum Committee, the academic divisions, and the counseling staff work together to ensure the student s catalog rights. In addition, counselors participate in division and curriculum meetings where faculty propose and approve changes.

Most programs inactivated within the last six years, such as Russian in the Humanities Division and aquatics in the Health Sciences and Athletics Division, had no students enrolled in the program.

Self Evaluation:

The college takes the elimination or change of programs seriously, and staff are sensitive to the impact changes may have on students educational goals and objectives. The college has been reluctant to eliminate programs unless enrollment has significantly diminished and/or the cost of continuing the program completely outweighs the benefits to students. When a program is eliminated, the college makes every effort to diminish the impact on the students. The division deans and faculty, the College Curriculum Committee, and other relevant college staff closely monitor course and program modifications. The practice of phasing in program changes over one or more semesters lessens their impact on students, and, as already noted, students always have recourse regarding changes in requirements. The college s policy of allowing students options with regard to catalog requirements is also supportive of student needs.

A.4. The institution provides sufficient human, financial, and physical (including technological) resources to support its educational programs and to facilitate achievement of the goals and objectives of those programs regardless of the service location or instructional delivery method.

Descriptive Summary:

El Camino College has sufficient, although limited, human, financial and physical resources to support its educational programs. The human resources to support the college s programs are substantial, with 385 classified staff including police officers, 345 full-time and 549 part-time faculty, 25 educational managers, 44 supervisory and classified managers, and nine confidential employees. Additionally, a large staff of non-contract hourly personnel provide needed services in support of instruction, student support services, and administrative services. During the 1999-2000 academic year, full-time faculty accounted for 68.3% of the college s instruction, and adjunct faculty accounted for 31.7% of the college s instruction. With the addition of 15 new tenure-track faculty members and the replacement of six faculty members who retired or resigned, the instructional needs of the college are well served, though both program growth and change require continuous adjustment and planning.

El Camino College s physical resources are extensive. The 126-acre campus supports 35 educational facilities. The college is the largest single campus district in the California community college system in terms of gross square footage, accounting for 1.2 million square feet. The main campus, in addition, has 756,578 assignable square feet that include classrooms, large lecture halls, laboratories, studios, computer facilities, and other facilities, such as the athletic field, music rooms, and specialized centers and labs.

In addition to traditional course delivery, the college offers its educational programs through a variety of delivery modes (e.g., distance education) and at a variety of locations (e.g., at local high schools, One-Stop centers and other off-campus sites). For instance, during Spring, 2001, the college offered approximately 24 distance education courses in addition to 20 courses at various venues off campus.

Growth in the use of computer technology has been significant at the college over the last ten years. The college added approximately 200 computers to its inventory in 2000. With the computing inventory now at 2,311 systems, the college continues to invest heavily in computing technology and technical support while also replacing computers every three to five years. Over the last few years, the college has increased the quality and quantity of computers available to students in locations such as the library, the Media Technology Center, and the writing and computer labs. In addition, the college issues notebook and desktop personal computers to all full-time academic faculty, and the campus has been networked for Internet access. The distribution of laptop computers, the networking, and an increase in media equipment in the classrooms have permitted faculty to prepare and use instructional aids during class time. In the past few years, staff development funds provided for computer training for faculty, and many faculty members have taken advantage of this training to learn how to use their laptop computers in classroom presentations. The college likewise allocates money for the support of instructional computing labs located on campus. A staff of technicians maintains and upgrades these laboratories at regular intervals to ensure reasonable currency in the available software and equipment.

In 1996, the college established the El Camino College Technology Committee, the Academic Technology Committee, and the Information Technology Services (ITS) Advisory Committee to evaluate the state and function of instructional technology on the campus and to make recommendations for change and improvement. Through the efforts of these committees, the college developed a Technology Plan to guide its instructional programs and services. The plan emphasizes both student and faculty computer access and the systematic maintenance of high-grade instructional computing facilities.

Self Evaluation:

Though the college has made an effort to incorporate technological resources on campus, the campus physical resources are presently minimally adequate, particularly with regard to classroom and faculty office space. The divisions work together to allocate existing classroom space for heavily impacted programs, but scheduling enough classes at the most convenient times for students remains a problematic, ongoing challenge.

With respect to human resources, the college annually funds new and replacement faculty positions in an attempt to satisfy the 75:25 ratio mandated by AB 1725. During the 2000-2001 academic year, for example, Partnership for Excellence dollars funded fifteen additional positions. In addition, while classified office support for educational programs is presently adequate, it should be noted that, as programs add computer-assisted instruction labs, and as the student population increases, the need for classified technical support and student support services, including tutors, will increase.

In response to student need, the college presently offers a good balance of its programs in the

evening and an increasing number of classes on Friday and Saturday, with a few courses now being offered on Sunday. The administration has been generally responsive to the need for support services at these times, providing labs, library hours, Special Resource Center services, and program supervision. However, the college does not provide evening and weekend faculty and students with less obvious support, such as clerical help, mailroom/production services, health services, and academic support services that are offered to weekday faculty and students.

Financial resources continue to be minimally adequate in meeting the maintenance of programs, as well as the growth needs of the college. As a result, instructional programs are not always endowed with the latest technology, and students must sometimes work with inadequate or outdated equipment. This is evident in the computing area where obsolescence is a continuing problem. Using block grant and Partnership for Excellence funds, the college has mounted major efforts in recent years to address this ongoing problem, but adequate funding for instructional technology and equipment remains a continual challenge. The college has adopted a technology plan, which recommends an upgrade/replacement schedule for all computers in academic labs every three years on a rotational basis. The President s Cabinet has also asked the Budget Development Committee to support the Cabinet s goal to provide funds for upgrading all academic labs every three years, a goal which was met during the 2000-2001 academic year, but which may not be met in future years due to limited funding. As the number of labs grows each year, there will be a corresponding need for money to finance upgrades and replacements.

A.5 The institution designs and maintains academic advising programs to meet student needs for information and advice and adequately informs and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary:

Faculty members do not normally advise students, other than to offer discipline specific advice, but academic advising and counseling is available to all students through the Counseling Division. Nineteen full-time counselors provide academic and career or vocational counseling to the college s students on a scheduled basis. Drop-in advisement is also available throughout the day and evening, Monday through Thursday from 10:00 a.m. to 6:00 p.m., to accommodate students who have questions that do not require transcript review. Also, assigned counselors handle specialized tasks such as vocational, career, or athletics advisement, and specially trained others provide services to students in EOP&S, the International Students Program, the Financial Aid Office, the Special Resource Center, the Transfer Center, Project Success, Puente Project, and the First Year Experience Program.

The Counseling Division assigns to specific disciplines counselors who become very conversant in the requirements of their assigned disciplines. As a result, they are able to provide highly specific academic advisement. They also meet with approximately 10,000 undeclared major students a year to assist them with academic planning.

Academic advising is a component of the matriculation process. The college encourages students to meet with a counselor during their first semester in order to develop an individual educational plan. Students file applications for admission and declare whether they are interested in a certificate or a degree and/or in transferring to a four-year university. They may then go to the Assessment/Testing Center for placement testing in English, English as a Second Language, and mathematics classes. In addition, students may take specialized tests in automotive technology, chemistry, mathematics, and technical mathematics. The college encourages students to participate in orientation activities related to the availability of counseling services. College personnel also explain other campus

services and activities. Finally, students may meet with a counselor who interprets test scores, discusses goals, and recommends programs.

The college permanently assigns adjunct counselors to local high schools within the district and surrounding area to meet with high school students and answer their questions about enrolling at El Camino College. The function of the high school counselors is to increase dual enrollment, to better prepare high school students for college, and to encourage students to enroll at El Camino after they graduate. Currently, the college assigns 13 counselors to 25 participating high schools. Each counselor spends 10 hours per week at two high school campuses.

Finally, the Instructional Services Division offers six different courses covering career planning, educational planning, college and workplace success, athletic educational planning, and human development, many of which are taught by counselors. These courses help students to access their cognitive and affective domains, to explore career opportunities, and to talk to faculty and community members when developing career plans.

Self Evaluation:

The college provides extensive and appropriate counseling and advising programs and services to meet student needs, and the college s counseling staff is well equipped with information and interviewing skills to assist students in planning their course of study. In addition, a number of special programs and services effectively provide specialized counseling and advisement services to academically and economically challenged students, as well as disabled students, ethnic minorities, athletes, and special populations. These services meet a wide range of student needs. Finally, human development courses allow students to explore personal and career-related issues, which cannot be effectively addressed in a single counseling session.

The effectiveness of the college s advising services has been validated by the recent results of the counseling program review process, where students favorably evaluated academic advising (4.9). Overall, student satisfaction was 76.1%. Students indicated satisfaction with hours of operation (69%), response time (64.7%), staff helpfulness (71.2%), and staff knowledge (76.5%). The students counseled also gave counselors positive evaluations (4.10). In addition, students completing the Noel-Levitz student surveys also evaluated the college s academic advising services, though the results of these surveys were somewhat less favorable. Satisfaction ratings on all items pertaining to advising services ranged from 34%-42% in the very satisfied category and from 17%-21% in the somewhat satisfied category (4.5). When analyzing the results of the Noel-Levitz student surveys, it is important to note that, on all questions pertaining to academic advising, 21%-24% of the respondents indicated they were neutral, perhaps because not all of the college s students avail themselves of counseling services. That said, however, it should likewise be noted that there is a significant performance gap between the value students place on having academic [advisors who are] concerned about [their] success as individual[s], and the satisfaction ratings students accorded this same item. Thus, the college s counseling staff may need to address this discrepancy.

With respect to course offerings, interviews with counselors reveal that some believe Human Development 8 (Orientation to College Educational Planning and Guidance) needs to be better marketed to new students, and that there is a need to offer more human development courses. In addition, although the assignment of counselors to specific disciplines allows them to maintain current knowledge of the trends and changes in their disciplines at the university level, a special concern is how to better serve the undeclared major students, who, according to the Dean of Counseling and some of her staff, are especially susceptible to progress probation, academic probation, and dismissal from the college.

B. Degree and Certificate Programs

B.1 The institution demonstrates that its degrees and programs, wherever and however offered, support the mission of the institution. Degree and certificate programs have a coherent design and are characterized by appropriate length, breadth, depth, sequencing of courses, synthesis of learning, and use of information and learning resources.

Descriptive Summary:

El Camino College offers associate degrees in arts and science and a variety of certificate programs that conform to the California Code of Regulations, Title 5: Education (4.11). The college catalog delineates all requirements for associate degrees and certificate programs (4.7). Furthermore, the college carries out its mission to offer quality comprehensive educational opportunities to its diverse communities in several ways. First, a generous selection of general education courses is available to all students (4.6). As an example, a student who wished to take History 1A during the Fall, 2000, semester had a choice of 20 sections, of which four were evening classes, one was an instructional television course, and one was an online course. Second, the college offers a broad variety of courses in specific subject areas so that students may have a choice of courses that can be used for their major. Third, to assist transfer students, the college catalog clearly explains course transferability and indicates which courses are specifically transferable to the California State University and the University of California systems. Finally, to meet the needs of students enrolled in vocational programs, the college offers 65 distinct certificate programs, some of which lead to certificates of competence and some of which lead to certificates of completion. For many of these programs, it is possible for a student to earn either type of certificate. The college also offers 31 vocational programs leading to an associate degree.

The faculty members who propose new courses or programs or who propose changes to existing courses or programs take their proposals to the division curriculum committees and, when applicable, to advisory committees for examination and suggestions for improvement. The proposals are then submitted to the College Curriculum Committee for approval before being forwarded to the Board of Trustees for final approval. This process ensures that the courses in degree and certificate programs are adequate in number and sequencing, will complement each other, and will provide the necessary depth and breadth of content and subject matter. To determine that the existing programs fulfill the above criteria and continue to meet student needs, there is also ongoing periodic program review by faculty members, and, where appropriate, by external accrediting bodies. Also, the vocational programs have advisory committees, which provide valuable insights concerning changes in workplace conditions.

Furthermore, the college s library staff carefully examine the adequacy of information and learning resources at several levels. All new course proposals must go to the collection development librarian who confirms that library resources are available to support the new courses. Otherwise, library staff take appropriate steps to ensure that there are adequate resources before the course is offered. Additionally, library staff consistently encourage faculty members to request supplemental materials for their classes. And, finally, library staff periodically discard obsolete materials; however, staff invite faculty members in the appropriate subject areas to examine materials targeted for disposal in order to safeguard classics.

Self Evaluation:

The division curriculum committees, the College Curriculum Committee, the external accrediting bodies for select programs, and the advisory committees for vocational programs serve as an excellent means of ensuring that the college meets this standard. The College Curriculum Committee upholds rigorous academic standards, and the vocational program advi-

sory committees work closely with program directors and/or deans to make certain that current workplace standards are incorporated into vocational programs.

Further, by carefully screening and evaluating degree and certificate programs via program reviews, advisory committee reviews, and external accrediting body reviews, the college is able to uphold the integrity of its programs and meet the needs of rapidly changing workplace conditions.

B.2 The institution identifies its degrees and certificates in ways which are consistent with the program content, degree objectives, and student mastery of knowledge and skills, including, where appropriate, career preparation and competencies.

Descriptive Summary:

The college catalog lists all degree and certificate programs, along with their required courses, the number of units needed, the courses that can be used to fulfill electives, and, where appropriate, the kind of work for which the program prepares the student. The catalog also lists all 76 degree programs by type. Each program features a description, with clearly stated learning outcomes, as well as individual course descriptions. Each course description in the college catalog explains the content of the course and, where appropriate, the expected outcomes and mastery of skills. In addition, the catalog refers associate degree transfer students to counseling guide sheets which have been specifically designed to assist these students in selecting appropriate courses for their majors (4.12).

The 65 certificate programs and 76 associate degree programs offered at El Camino College cover a broad intellectual spectrum, and all of the programs offer approved courses which meet degree requirements, certificate requirements, general education requirements, transfer requirements, or basic skills needs.

Self Evaluation:

The college meets this standard in three different ways. First, staff update the catalog annually so that it accurately reflects the addition or revision of courses and programs. Second, divisions are now reviewing and revising program descriptions for accuracy. Third, divisions review all established degree and certificate programs, and the Chancellor s Office approves all new degree and certificate programs. Advisory committees and external accrediting bodies also monitor several of the college s programs. Each of these reviews verifies that courses leading to degrees and certificates are, in fact, consistent with program objectives.

Despite the college s efforts to describe all degree and certificate programs completely and accurately, the catalog does not clearly explain the difference between the A.A. and A.S. degrees. Clarifying the distinction between these two degrees would certainly help students to more effectively plan their course of study. Unfortunately, since criteria for inclusion in either degree category have not been determined, it is impossible to specify the difference between the two degree categories. For this reason, the college created a task force to review the general education requirements for both the A.A. and A.S. degrees so that criteria for course inclusion within the degree categories can be established.

B.3 The institution identifies and makes public expected learning outcomes for its degree and certificate programs. Students completing programs demonstrate achievement of those stated learning outcomes.

Descriptive Summary:

The Division and College Curriculum Committees carefully examine learning outcomes for all the college s programs. The courses that comprise these programs have their own expected learning outcomes. Course outlines of record list course objectives in behaviorally

measurable terms (4.13). All course outlines are on file in the library and are available to the public.

The college catalog lists all of the degree and certificate programs together with their course requirements. Each listed program includes a program description that specifies required courses and electives, expected student outcomes, and, where appropriate, the benefits of enrolling in the program. For example, prior to listing the major requirements, the program description for anthropology reads as follows: The anthropology program provides a foundation in the fields of socio-cultural anthropology, biological anthropology, and archaeology, as they relate to the physical and behavioral aspects of the world s populations of the past and the present. Students in this program will be able to discern the basic issues facing anthropologists, apply the methodologies that anthropologists use to approach the problems in the field, and critically evaluate the record of past accomplishments. This major prepares students for career opportunities in museums, educational, archeological and medical institutions, international development consulting organizations, social welfare, and state and national management entities. Competencies will be assessed through examinations and projects.

Since instructors employ a variety of assessment techniques, such as objective examinations, oral reports, research papers and portfolios, successful course completion assures the achievement of the learning outcomes stated in the course outlines of record. Similarly, the fact that a student is able to successfully complete all of the courses necessary to be awarded a degree or certificate indicates that he/she has achieved the learning outcomes stated in the program description, primarily because these outcomes have been derived from individual course descriptions within the program. In addition, after completing certain programs, students must pass state licensing exams, which further indicates that specified learning outcomes have been achieved.

Self Evaluation:

Because the Division and College Curriculum Committees examine and approve the course outlines, these outlines manifest explicit and measurable learning outcomes. Furthermore, the college catalog, the course outlines of record, and individual program brochures effectively publicize learning outcomes. In fact, divisions have recently revised and updated their catalog program descriptions so that learning outcomes are stated consistently. Some divisions also state outcomes in terms of what the student will be qualified to do upon completion of the program.

To evaluate student achievement, instructors in all courses have designated effective methods that are listed in each course outline. However, while achievement in individual courses is continually assessed, there is currently no mechanism in place, other than successful course completion, to assess whether or not students who complete academic programs demonstrate achievement of stated learning outcomes. Demonstrated achievement is more common in some vocational programs where students may be required to pass externally mandated proficiency or state licensing exams after completing their course of study.

B.4 All degree programs are designed to provide students a significant introduction to the broad areas of knowledge, their theories and methods of inquiry, and focused study in at least one area of inquiry or established interdisciplinary core.

Descriptive Summary:

El Camino College requires both breadth and depth in its degree programs. For an associate in arts or an associate in science degree, students must complete at least 60 units in degree-applicable college courses. Coursework in an approved transfer major or associate degree program must be included in these 60 units. As part of the required 60 units, students must take

at least 18 units in the major and appropriate general education courses. The required general education courses in natural sciences, social and behavioral sciences, humanities, language/rationality, and contemporary health/physical education ensure that the student will be introduced to a breadth of knowledge (4.7, pp. 32-35). The courses a student takes in his or her major provide an area of focused study.

Self Evaluation:

Although the degree requirements currently in place are comprehensive, the general education component of the A.A. and A.S. degrees has not been reviewed in over 12 years. Consequently, members of the College Curriculum Committee and the Academic Senate have expressed concerns that the current general education requirements may not adequately meet the needs of the student body. They note that the current requirements lack a cultural diversity and a computer literacy and information technology component. They also note that the current requirements contain a physical education requirement, which may not be feasible. For this reason, the A.A./A.S. Degree Task Force is presently reviewing the general education component for both the A.A. and A.S. degrees.

B.5 Students completing degree programs demonstrate competence in the use of language and computation.

Descriptive Summary:

As stated in the college catalog, students pursuing an associate degree must achieve minimum competency in reading and writing, a requirement they satisfy by completing their associate degree general education coursework. Students must also demonstrate mathematics competency, either by passing the Mathematics Competency Test or by completing one of the mathematics-based courses specified in the catalog. Students may also demonstrate competency via credit by examination or appropriate Advanced Placement (AP) examination scores.

Self Evaluation:

As noted in the evaluation of substandard B.3, currently the only assessment instrument in place to demonstrate competency is successful course completion. Therefore, students who successfully complete courses such as English 1A (Reading and Composition) and Mathematics 40 (Elementary Algebra) are said to have achieved competence in the use of language and computation, but without a process for assessing the mastery of learning outcomes in English and math beyond successful course completion, it is impossible to say with absolute certainty whether students completing degree programs are, in fact, achieving mastery in these areas. Currently, faculty assess student competence in English and math through numerous assignments, including research papers, oral reports, specific projects, fieldwork (where appropriate), and homework which requires skill demonstration and problem solving. Faculty also assess student competence via objective short answer/multiple choice and/or in-class essay examinations.

The results of the Noel-Levitz student survey indicate that a number of students believe their English and mathematical skills have improved as a result of taking courses here. In fact, 56% of the students surveyed indicated they were satisfied or very satisfied in response to the following statement: As a result of taking English classes here, students are able to write at the college level. Twenty-one percent of the students indicated they were somewhat satisfied when responding to the same item. With respect to mathematics, 50% of the students surveyed reported they were satisfied or very satisfied in response to the following statement: As a result of taking math classes here, students have developed college level math skills. Eighteen percent of the students surveyed indicated they were somewhat satisfied in response to the same item.

The results of the Noel-Levitz faculty and staff survey were not as positive concerning the development of the students English and math

skills. Only 37% of the staff agreed or strongly agreed that students are able to write at the college level, as a result of taking English classes here, and only 38% agreed or strongly agreed that students are developing college level math skills, as a result of taking mathematics courses here. Twenty-three percent of those responding to the statement regarding college level English skills, and 24% of those responding to the statement regarding college level math skills somewhat agreed with the truth of the foregoing statements (4.5). The low ratings accorded these items could be indicative of the frustration that some staff members may be feeling because students are not retaining material from class to class, and/or because not all faculty members are adhering to the same grading standards. Whatever the case, since faculty and staff members may be better able than students to gauge the development of college level English and math skills in students, the results of the faculty and staff surveys in this area clearly warrant further investigation.

B.6 The institution documents the technical and professional competence of students completing its vocational and occupational programs.

Descriptive Summary:

The official course outlines of record for vocational and occupational courses specify the learning outcomes students will achieve after completing each course. The course outlines also specify the methods of evaluation faculty members will use to document student achievement (4.14). Further, in a number of programs, the college documents student competencies via the successful completion of fieldwork experience and/or the passing of externally-mandated examinations. For example, the college s nursing students are subject to clinical evaluations, and they must also pass the National Council Licensure Exam for Registered Nurses (NCLEX-RN). Similarly, radiologic technology students take state and/or national certification examinations after completing 25 months of clinical training. Cosmetology students must log 1,600 hours of field experience before taking the California State Board of Barbering and Cosmetology Licensing Exam. Police academy recruits must take and pass a course approved by P.O.S.T. (California Peace Officers Standards and Training). Emergency medical technician (E.M.T.) students must take the Los Angeles County Department of Health Services EMT-1 Exam, and those studying to become paramedics must take an additional test to be certified as an EMT-P. Welding students take the Los Angeles City Structural Welding Certification Exam, and automotive technology students take the Automotive Service Excellence Certification tests. Air conditioning and refrigeration students take the E.P.A. Certification Exam, construction technology students take the California State Licensing Board Contractors Licensure Exam, and electronics students may take the COMPTIA A+ Certification Exam or the FCC General Radio-Telephone Operator s License Exam. Finally, per American Bar Association requirements, the college sends surveys to employers of its paralegal graduates to assess their competence on the job.

Self Evaluation:

The college effectively administers the process of documenting student competence in vocational and occupational programs. Because a number of outside agencies (the Board of Registered Nurses, the National League for Nursing Accrediting Commission, the California State Department of Health Services-Radiologic Health Branch, the Joint Review Committee on Education in Radiologic Technology, P.O.S.T., the State Board of Cosmetology, and the Environmental Protection Agency) accredit or certify the college s programs, they promote effective documentation of student achievement (4.15). Moreover, as evidenced by student performance on the licensure or certification exams, the college s vocational and occupational programs produce professionally and technically competent graduates. For example, the first time pass rate on the

NCLEX-RN for the 1999-2000 academic year was 93%. Similarly, 100% of the college s radiologic technology students passed the Department of Health Services state certification exam for the 1999-2000 academic year, while 87% passed the American Registry of Radiologic Technologists national exam. In addition, over 60% of the college s cosmetology students passed the practical and written portions of their state licensing exam during the first and second quarters of 2000, and the vast majority of attorneys who completed the 1999 Paralegal Employer Survey rated the training of the college s paralegal graduates as excellent or very good (4.16).

C. General Education

C.1 The institution requires of all degree programs a component of general education that is published in clear and complete terms in its general catalog.

Descriptive Summary:

The El Camino College requirement for the associate in arts degree and the associate in science degree (vocational or transfer) includes completion of a minimum of 18 semester units of general education courses. In the college catalog the institution publishes the specific requirements for each degree, along with a menu of relevant courses. The catalog also specifies the total number of units of general education courses required, as well as the number of units required from courses within each sub-area of general education (i.e., natural sciences, social and behavioral sciences, humanities, language and rationality, and contemporary health and physical education). Further, the catalog lists the specific courses that students can take to meet these requirements.

Additionally, the college catalog lists the California State University general education requirements and the Intersegmental General Education Transfer Curriculum (IGETC) requirements for those students intending to transfer to a CSU or UC campus (4.7, pp. 37-39).

Self Evaluation:

In its catalog, the college publishes all general education requirements for both transfer and non-transfer degrees. However, the current general education component outlined in the catalog may not meet the needs of students who are preparing to enter a culturally diverse, technologically sophisticated workplace. Thus, the A.A./A.S. Degree Task Force is currently meeting to assess whether or not to revise the college s general education component.

C.2 The general education component is based on a philosophy and rationale that are clearly stated. Criteria are provided by which the appropriateness of each course in the general education component is determined.

Descriptive Summary:

Currently, the college s general education component is based on Board Policy 6121: the El Camino College Philosophy of Education and Objectives (4.17). To date, criteria for inclusion in the college s general education patterns have been based on Title 5, Section 55806 (Minimum Requirements for the Associate Degree) and upon the CSU general education and CSU/UC IGETC patterns. Courses originate at the division level, and the dean then forwards them to the College Curriculum Committee where they are screened for college-level rigor and for the appropriateness of their inclusion in the college s general education patterns.

Self Evaluation:

Board Policy 6121, approved on May 27, 1963, is clearly outdated and is not, in fact, a philosophy of general education; it is merely a philosophy of education. For this reason, the College Curriculum Committee opted to create a Philosophy of General Education statement by revising Board Policy 6121 at its Strategic

Planning Day session on September 8, 2000, a revision the committee formally approved at its next meeting on September 12, 2000. Thereafter, the CCC forwarded the revised document to the Academic Senate s Educational Policies Committee (EPC), which wrote its own Philosophy of General Education statement based on Title 5, Section 55805. The EPC sent this statement to the CCC, and the CCC combined its philosophy statement with the EPC s philosophy statement. The CCC then forwarded the combined statement to the Academic Senate, where it was formally approved, and it is now undergoing Board approval.

Also, as noted in the evaluation of substandard B.4, the college s general education patterns have not been reviewed in over 12 years; these patterns may not, therefore, meet the needs of current students. Therefore, the college has created a task force to (1) define the parameters of the A.A. and A.S. degrees, (2) establish the criteria for placement of a given degree within the A.A. and A.S. patterns, (3) establish criteria for course inclusion in the general education patterns, (4) consider inclusion of computer literacy, technology, cultural diversity, and service learning within the general education patterns, (5) determine if current general education patterns meet the needs of students, and (6) determine if the current physical education requirement is feasible. This task force is expected to complete its work in Spring, 2002.

C.3 The general education program introduces the content and methodology of the major areas of knowledge: the humanities and fine arts, the natural sciences, and the social sciences. The general education program provides the opportunity for students to develop the intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity that will make them effective learners and citizens.

Descriptive Summary:

El Camino College s general education requirements provide students with a range of intellectual skills. Students pursuing any associate in arts or associate in science degree must complete courses in the areas of natural sciences, behavioral and social sciences, humanities, and language and rationality. These students must also demonstrate mathematics competency and complete courses in health and physical education for the A.A. degree or in health and/or physical education for the A.S. degree. Students may select from an extensive list of general education courses in each area (e.g., anatomy, anthropology, oceanography, economics, political science, psychology, art, music, dance, English, and foreign languages). Many courses in the areas of American studies, women s studies, history, political science, anthropology, and sociology specifically address cultural diversity. Courses in computer information systems and computer science specifically address the development of information technology facility, and courses from a considerable number of areas now include applications of technology, such as the use of the World Wide Web for research, word processing for the preparation of reports or essays, and correspondence with faculty via e-mail. Additionally, courses in music, dance, and other arts afford students the opportunity to develop their creative abilities. Finally, instructors in all general education courses challenge students to further develop their intellectual skills by incorporating critical thinking assignments into the curriculum.

Students who intend to transfer will satisfy their general education requirements via IGETC, the UC or CSU campus-specific breadth pattern, or the CSU lower division general education certification pattern, all of which introduce students to the major areas of knowledge, in addition to helping them develop relevant abilities, skills, and attitudes.

Self Evaluation:

The current general education requirements are

both diverse and comprehensive. However, the general education pattern does not specifically require that students complete a course with an information technology or cultural diversity component. For this reason, as noted in the appraisal of substandards B.2, B.4, and C.2, the college established a task force to discuss the inclusion of a required computer literacy, technology, and cultural diversity component within the college s general education pattern.

C.4 Students completing the institution s general education program demonstrate competence in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking.

Descriptive Summary:

Students enrolled in general education courses must master the learning outcomes specified in the course outlines and demonstrate competence in the indicated areas. Thus, students can demonstrate competence through successful course completion, via submission of appropriate AP examination scores or through credit by examination. Students must take and pass an English composition course to demonstrate competence in written communication, a natural sciences course to demonstrate competence in scientific reasoning, and a course in communication and analytical thinking to demonstrate competence in critical analysis/logical thinking. All credit courses, including those in the general education pattern, must meet Title 5-mandated critical thinking requirements. Students demonstrate competence in quantitative reasoning by successfully passing the Mathematics Competency Test or by completing one of the mathematics-based courses specified in the college catalog. Presently, students evidence competence in oral communication from successfully completing all specified general education courses.

Self Evaluation:

Students completing the general education program at El Camino College are said to meet this standard. However, as noted in the evaluation of substandards B.3 and B.5, currently, there is no assessment instrument in place, aside from successful course completion, to validate this statement. With respect to course completion, every semester, the Office of Institutional Research prepares a report entitled Grade Distribution and Success and Retention Rates. According to this report for Fall, 2000, in every division except for Mathematical Sciences, 58%-70% of the college s students did, in fact, successfully complete their courses (4.18). To address the performance gap in mathematics, the Mathematical Sciences Division recently revised the math placement test cut scores to more accurately place students in appropriate courses. In addition to the college s own course completion data, the successful completion of upper division university courses by the college s former students would seem to indicate that demonstrated competence is achieved after students complete their general education requirements. For example, in 1999, research from the UCLA Office of Academic Planning and Budget indicated that El Camino College students who transfer to UCLA successfully complete their upper division coursework and graduate in a timely manner. In fact, ECC students transferring to UCLA from Fall, 1987, to Fall, 1998, graduated in an average of 7.42 quarters with a G.P.A. of 3.10. Their performance compares favorably with the other 105 California community college transfer students, who completed their UCLA graduation requirements in 7.65 quarters with a G.P.A. of 3.10 (4.19).

D. Curriculum and Instruction

D.1 The institution has clearly defined processes for establishing and evaluating all of its educational programs. These processes recognize the central role of faculty in developing, implementing, and evaluating the educational programs. Program evaluations are integrated into overall institutional evaluation and planning and are conducted on a regular basis.

Descriptive Summary:

The development of curriculum, which includes courses, degree requirements, certificate requirements, and articulation agreements, originates with faculty and requires departmental approval, as well as review and endorsement by a division curriculum committee. Divisions then forward proposals to the College Curriculum Committee, a standing committee of the Academic Senate, for review and evaluation. The CCC examines the proposals for compliance with Title 5 and district requirements and subsequently recommends to the Board of Trustees all additions to and revisions of the college s curriculum. A faculty representative chairs the CCC, which is composed of the following voting representatives: one faculty member from each academic division, one counselor, the Vice President of Academic Affairs, and one academic dean. The committee s ex officio members include the Articulation Officer, an Associated Students Organization representative, the Chair Elect, the Curriculum Advisor, the Dean of Counseling, the Director of Workforce Education, the immediate past chair, and a Student Services Advisor-Evaluations Unit.

The CCC assigns divisions a date to submit curriculum proposals at least once during the academic year. Divisions also have the opportunity to submit proposals throughout the year via the Extenuating Circumstances and/or Special Topics Procedures. The college encourages a faculty discipline representative to attend the meeting of the CCC to respond to any questions or concerns. It also requires division deans to attend CCC meetings to defend curriculum from their division.

In addition to the ongoing curriculum review process, the Program Review Coordinator schedules academic programs for full evaluation once every six years. Program review is the responsibility of the faculty and the Office of Academic Affairs. The college assesses programs for their effectiveness in meeting the needs of students and the goals of the institution. Program review is a two-year process. During the first year, faculty in a department conduct a self study, which addresses six major areas: (1) overview and responses to previous recommendations, (2) program environment, (3) program curriculum, (4) program resources, (5) program effectiveness and efficiency, and (6) recommendations for the coming three years. A department s full-time faculty ordinarily determine the composition of the self study team. If full-time faculty are unable to determine members of the self study team, or if a department is staffed entirely with adjunct faculty, the dean of the division is responsible for forming the team. The second year of the program review process is devoted to a validation of the self study. The College Validation Committee (comprised of three Vice President of Academic Affairs appointees and six Academic Senate President appointees) divides itself into validation subcommittees to review the self studies. After the validation subcommittees have reported their findings back to the College Validation Committee, the committee writes an executive summary report containing recommendations for the future of the program. Upon completion of the Validation Committee s report, the committee chair meets with the Vice President of Academic Affairs, the Academic Senate President, the chair of the self study team, and the division dean for the program to synthesize the work of the self study and validation teams and to arrive at the recommendations to be forwarded to the Board of Trustees for action and implementation (4.2).

El Camino College carried out its first program review cycle during the 1992-1993 academic year. Several years later, during the 1997-1998 academic year, a committee composed of faculty and administrators met to review the entire process. The changes this committee recommended (all of which were designed to make the program review process more user-friendly, to promote consistency in the self study writing and validation process, and to help programs accredited by outside agencies avoid duplicating their efforts when conducting program reviews) were formally approved by the Academic Senate on May 26, 1998.

Self Evaluation:

Since the implementation of the Curriculum Review Task Force s (CRFT) recommendations, the CCC has become a much more efficient and focused body (4.20). To demonstrate, during the past two years, the committee has been able to review over 300 course proposals (4.21). Despite the implementation of the CRTF s recommendations, however, the CCC is still facing two critical challenges. First, the committee needs to develop a course review plan so that the college will be in compliance with Title 5 regulations mandating regular course review. Second, the committee continues to struggle with a burgeoning workload which is the result of improper screening of course proposals at the division level. If division curriculum committees more effectively prepared and screened their course proposals, the committee would be able to address broader curricular issues, such as the design and implementation of course descriptions for the college s Schedule of Classes.

As is evident from a number of informal survey responses, the college s program review process does not function nearly as efficiently as its curriculum review process (4.22). Ideally, program review should afford departments an opportunity to closely examine their programs, but, in reality, the process itself is so riddled with problems that few of the completed program reviews have been truly beneficial to their departments and to the college as a whole. These reviews have primarily been used to justify faculty hires or equipment needs.

The program review process has many difficulties. First, the process itself is tedious, time-consuming, and confusing, in part because it is based upon the accreditation self study process, and those who have not served on accreditation teams or standards committees do not understand what it is they are being asked to do, nor do they understand the value of the self study process. Second, despite the efforts of the Office of Institutional Research, time constraints and the need to prioritize research requests have made it difficult for departments to obtain and interpret reliable statistical data. It has also been difficult for departments to design and administer meaningful surveys. Third, since the college offers scant incentives for faculty participation, except for the awarding of flex credit, soliciting faculty participation in the process has been very difficult. During the first year of program review, self study chairs received a $1,000 stipend, but they currently receive 15 hours of flex credit. Faculty who participate in the process may also receive up to 15 hours of flex credit. Fourth, the review process itself lacks a meaningful mechanism to require that programs conduct self studies every six years, that they produce well-written, sufficiently detailed self studies, and that they take active steps to address any deficiencies in their programs. Evidently, having the Budget Development Committee allocate funds to programs for planning based on needs assessment and/or program review (4.2, p. 3) has not proven to be a sufficient incentive for conducting these reviews. Fifth, because the results of program reviews are not currently linked to the recently instituted unit action plans or to the Educational Master Plan, those who participate in program reviews have questioned the process since they have not always seen their final recommendations being implemented, perhaps because their recommendations are too extensive. Finally, due to conflicting time commitments, it has been difficult to schedule the writ-

ing of executive summaries, and it has been equally difficult to follow up with departments who need to conduct program reviews.

As a result of the aforementioned issues, of the college s 72 identified programs, there are currently 15 programs (21%) which have not completed their first review. During the 1999-2000 academic year, only one program actually completed its review and entered the validation phase, and only five programs have begun the second phase of the six-year process.

To address some of these concerns, the Program Review Coordinator has been working with the Director of Institutional Research and with the President of the Academic Senate to identify specific information which will be made available to all programs undergoing review to help the process move more smoothly. Also, the Office of Institutional Research is currently working with the Program Review Coordinator to explore the possibility of modifying the program review process so that it can be linked to the unit action planning process.

D.2 The institution ensures the quality of instruction, academic rigor, and educational effectiveness of all of its courses and programs regardless of service location or instructional delivery method.

Descriptive Summary:

The high quality of instruction begins with effective hiring and evaluation procedures, both of which are delineated in the El Camino College Federation of Teachers contract with the district and in district policy for hiring and evaluation. The college evaluates all instructors in accordance with specific evaluation procedures and timelines, regardless of where or how a course is taught. Course and program quality and rigor are also an integral part of the curriculum and program review processes. All courses adhere to the same standards of quality outlined in *The Curriculum Handbook for El Camino College* (4.23) and in *The Curriculum Standards Handbook for California Community Colleges* (4.24). Moreover, the CCC carefully reviews all courses for behaviorally measurable outcomes and for compliance with Title 5 critical thinking regulations. The program review process likewise assesses educational effectiveness through the gathering and analysis of both quantitative and qualitative data, which is then used to determine how effectively a given program is achieving its stated goals and objectives.

Academic standards are no different for courses taught through non-traditional methods and at non-traditional sites. Such courses include those offered through distance education, contract education, and international education, as well as those offered at the One-Stop centers. These courses are also included in the college s program review process.

The Instructional Services Division administers distance education, and the Distance Education Advisory Committee and the College Curriculum Committee monitor the program. Many distance education courses are versions of regular academic courses offered on campus and must, therefore, adhere to the same state and district standards of quality.

During the 2001-2002 academic year, there will be approximately 15 contract education classes that may be taken by students for credit, primarily in the areas of business and industry. Credit contract education classes are held to the same academic standards and requirements as on-campus courses.

The Study Abroad Program provides students the opportunity to earn course credit while living abroad. International courses meet the same academic standards as on-campus courses, and most of them satisfy general education requirements and are transferable to the CSU and UC systems.

One-Stop center courses provide students with the opportunity to take classes in a local district community when attending courses on campus

is inconvenient or prohibitive. One-Stop center courses meet the same academic standards as on-campus courses.

Self Evaluation:

The college meets this standard. First, it has established procedures to ensure that there is consistency in the hiring of qualified faculty, regardless of where or how a course is offered. For example, the Human Resources Department advertises all faculty positions the same way, and divisions screen all candidates in a comparable manner. Human Resources posts faculty job announcements for a prescribed period of time, and divisions convene diverse screening committees to select applicants based on their ability to meet or exceed the minimum qualifications for the position. Second, the faculty evaluation procedures currently in place likewise ensure the quality of instruction offered in all classes. Instructors must complete extensive self evaluations wherein they identify their strengths and weaknesses and set specific goals for the continued improvement of instruction. They are likewise evaluated by their students, by a peer, and, if applicable, by the division dean or director. Because these evaluations are based on criteria ranging from subject knowledge to pedagogical effectiveness, the college ensures the quality of probationary and tenured faculty. There is no difference in the faculty evaluation process for instructors teaching contract or international education courses, although international education students are asked to evaluate the Study Abroad Program in addition to the actual course(s) they take (4.25). Finally, the college s course outlines, which include behaviorally measurable outcomes, methods of evaluation, and critical thinking assignments, further serve to ensure academic rigor since the contract requires that all instructors adhere to the course outlines when teaching a course. In fact, as part of the aforementioned faculty evaluation process, instructors submit syllabi and assignments, which their evaluators carefully review for compliance with the course outlines.

The results of the Noel-Levitz student surveys serve to substantiate the foregoing assertions. In fact, according to the Office of Institutional Research, the quality of instruction students receive in their classes is ranked fifth on a list of ten items with which survey respondents expressed the most satisfaction. Specifically, of the students surveyed, 56% reported they were satisfied or very satisfied in response to the statement, The quality of instruction I receive in most of my classes is excellent while 21% indicated they were somewhat satisfied in response to this same item. In addition, 54% of the survey respondents indicated they were satisfied or very satisfied in response to the statement, Nearly all of the faculty are knowledgeable in their fields while 19% indicated they were somewhat satisfied with this same item (4.5).

D.3 The evaluation of student learning and the award of credit are based upon clearly stated and published criteria. Credit awarded is consistent with student learning and is based upon generally accepted norms and equivalencies.

Descriptive Summary:

The faculty list procedures for student assessment, in both traditional and electronically delivered instructional formats, on the course outlines of record, which are available in the Curriculum Office, the library, and the instructional division offices. In addition, instructors provide students with syllabi that specify the grading standards for their courses. Finally, the college catalog and the class schedule contain a description of the grades and grade points students may earn in their classes.

Credits earned for each course are delineated in the course outlines of record, and they are published in the catalog and in the class schedule. In accordance with the course outlines of record, faculty evaluate student achievement in each class by a grade based upon written performances and skill demonstration, including problem solving.

Once the faculty assign a final grade, students earn credit for the course. Credit is based upon the following standard: 18 hours of lecture or 54 hours of laboratory is equivalent to one unit. Students may also receive credit by taking AP exams and/or credit by examinations. The college catalog clearly states the conditions under which a student may be awarded credit through these processes.

Self Evaluation:

The college meets this standard through the consistent application of established policies concerning the evaluation of student learning and the awarding of credit. However, it should be noted that although there is a process in place to assess the appropriateness of the student outcomes delineated on the college s course outlines of record, the lack of a course review cycle prohibits the assurance that all course outlines currently include effective evaluation procedures.

D.4 The institution has clearly stated transfer of credit policies. In accepting transfer credits to fulfill degree requirements, the institution certifies that the credits accepted, including those for general education, achieve educational objectives comparable to its own courses. Where patterns of transfer between institutions are established, efforts are undertaken to formulate articulation agreements.

Descriptive Summary:

The college s catalog clearly indicates the acceptance procedure for credits earned for college-level courses taken at other colleges and/or through the United States Armed Forces (4.7, p.11). Upon receipt of a student s official transcript, the college s Evaluation Unit makes a decision concerning the transfer of credit. If the college is to certify that courses meet a degree or certificate requirement, the Evaluation Unit determines course equivalency in consultation with the college s Counseling Division. No distinction is made in this process for alternative instructional delivery methods. Credit for military service may be granted for the contemporary health component of the associate degree requirements. In addition, veterans may receive credit for up to six elective units, depending on length of service. Finally, incoming high school students may receive up to 15 units for appropriate AP examination scores.

To facilitate the transfer of credits, the college has entered into a number of articulation agreements with public and private institutions of higher learning. El Camino College likewise participates in the California Articulation Numbering System (CAN) and the Articulation System Stimulating Interinstitutional Student Transfer (ASSIST). The college has also developed formal teacher education preparation articulation agreements with local CSUs.

Self Evaluation:

Although the catalog states the basis upon which credits are accepted, it does not actually state the college s policies for accepting transfer of credits. To assist students who are attempting to receive credit for coursework completed at other institutions, the college should clearly state transfer of credit policies in the catalog. Also, most faculty members do not understand the articulation agreements that the college has established with other institutions of higher learning. If faculty members understood the nature of the college s articulation agreements, they could more effectively create courses which are designed to meet the needs of the student body.

D.5 The institution utilizes a range of delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the needs of its students.

Descriptive Summary:

El Camino College affords students the opportunity to take courses through a variety of delivery systems. The college offers a wide range of traditional day/evening classes, weekend class-

es, study abroad classes, distance education classes, independent study classes, Cooperative Career Education classes, and off-site classes at local businesses, high schools, and One-Stop centers as well as at the Federal Correction Institution at Terminal Island where, it should be noted, the student retention rate is nearly one hundred percent. Moreover, all classes are well supported by services for students with disabilities, and some classes incorporate online and computer-assisted instruction as well. The college also offers a number of community education classes in response to the public s interests (4.26). Finally, the Workplace Learning Resource Center offers customized training courses, which are designed to meet the needs of business and industry, and the Community Advancement Division offers specialized courses of study for CalWORKs students.

To accomplish the objectives of each course and to meet the needs of students, faculty employ a variety of instructional modes. In accordance with the college s course outlines, faculty use traditional lecture/lab instructional formats, as well as collaborative learning techniques, supervised tutoring, multimedia presentations, field trips, and presentations by experts in the field. In addition, the college has recently established learning communities on campus. Under the Director of Humanities, courses are strategically linked so that students can benefit from interdisciplinary instruction.

Self Evaluation:

The college has made a concerted effort to provide students with a broad range of instructional delivery methods, as supported by the results of the Noel-Levitz student and staff surveys where 49% of the students reported they were satisfied or very satisfied in response to the statement, The college offers a sufficient variety of instructional delivery methods, while 19% indicated they were somewhat satisfied, and 24% indicated they were neutral. In response to the same item, 66% of the staff agreed or strongly agreed that the college offers a sufficient variety of instructional delivery methods, while 19% somewhat agreed (4.5).

The college s most recent efforts to explore innovative instructional delivery methods through the development of learning communities is commendable, and surveys completed by the students enrolled in linked courses indicate that the students support the concept of learning communities (4.27). However, these courses have been underenrolled, in part because they need to be more aggressively marketed so that more students will become aware of the advantages of enrolling in linked courses.

Finally, while the student body has certainly benefited from the variety of instructional delivery methods available on campus, the needs of one group in particular, namely, the college s burgeoning developmental population, may require more careful consideration. According to data compiled by the Office of Institutional Research, between February and September 2000, only 9.4% of the 5,320 students in the dataset tested into transfer-level mathematics courses, and only 22.6% of the 4,830 students in the dataset tested into transfer-level English courses (4.28). While it is true that learning communities may assist the students who do not test into transfer-level courses, not all of the college s developmental students will be able to enroll in linked courses. For this reason, alternative instructional delivery methods, which are designed to meet the unique needs of developmental learners, should be incorporated into the college s curriculum as well.

D.6 The institution provides evidence that all courses and programs, both credit and non-credit, whether conducted on or off-campus by traditional or non-traditional delivery systems, are designed, approved, administered, and periodically evaluated under established institutional procedures. This provision applies to continuing and community education, contract and other special programs conducted in the name of the institution.

Descriptive Summary:

The process for designing, approving, and periodically evaluating curriculum varies slightly, depending upon the nature of the course or program. The College Curriculum Committee evaluates credit and non-credit courses for compliance with local and state regulations before recommending approval to the Board of Trustees. The college subjects programs to an identical evaluation and approval process, and they also undergo a formalized program review process. Once these courses and programs are fully approved, they are administered by the academic deans at the division level and, at the college level, by the Vice President of Academic Affairs. *The Curriculum Handbook for El Camino College* and the college s official course outlines of record reflect the process. Courses offered through community education have an internal design and review process. The college subsequently forwards community education courses to the Board of Trustees for approval. Individual program directors and/or the Dean of Community Advancement then monitor these courses and programs.

Self Evaluation:

Because the Chancellor s Office consistently approves the college s courses, the process for designing, approving, and evaluating credit and non-credit courses works effectively. Except for concerns regarding program review, the process for designing and approving programs also works effectively. For quality assurance, the college holds all of these courses and programs to the same rigorous standards, regardless of where or how they will be offered.

With regard to community education, contract education and the college s special programs, the main concern seems to be a lack of communication between these constituencies, academic divisions, and the CCC. While the CCC is not responsible for course /program approval, the Community Education personnel should periodically inform the committee of curriculum development that falls outside its purview. Because there is currently no mechanism in place to foster this communication, overlapping of programs and perhaps courses has occurred. As a first step toward addressing this problem, the vice presidents of Academic Affairs and Student and Community Advancement have formed a committee comprised of Community Education and Academic Affairs representatives to ensure that the Community Education Program is not in conflict with the academic divisions.

D.7 Institutions offering curricula through electronic delivery systems operate in conformity with applicable Commission policies and statements on Principles of Good Practice in Distance Education.

Descriptive Summary:

The college offers approximately 42 online courses, none of which is part of an established electronically delivered degree or certificate program. However, almost all of the college s online courses satisfy a specific degree or certificate program requirement. The process for reviewing online courses ensures that these courses adhere to all Title 5 regulations and to the Commission s Principles of Good Practice in Distance Education. Specifically, the Distance Education Advisory Committee examines each distance education course proposal for adherence to local and state requirements. Thereafter, the CCC reviews every distance education course individually. For courses that are only offered through distance education, the

committee reviews outlines to verify that both the rigor of the course and the behaviorally measurable outcomes are appropriate for a college-level course. For a distance education version of an existing course, the committee reviews an addendum to monitor the inclusion of regular effective contact between instructors and students, methods of evaluation, and critical thinking assignments (4.29).

Additionally, when selecting instructors for online courses, the college adheres to the same hiring standards as those used for instructors teaching traditional classes. The Distance Education Advisory Committee requires online instructors to attend training sessions for online instruction provided by the Staff Development Office. These training sessions are designed to ensure that instructors consistently employ effective online teaching methodologies.

Self Evaluation:

Although the provisions of this substandard primarily apply to programs offered via distance education, as per the annual distance education report to the Chancellor s Office (4.30), the college s distance education courses closely adhere to applicable Commission policies and statements concerning electronically delivered curricula. In addition, the curriculum review process, which all distance education courses must undergo, ensures that these courses are held to the same standards of quality as their traditional counterparts.

The training distance education faculty receive is in place to promote instructional quality. The Distance Education Office, together with the distance education trainer, developed a list of competencies instructors must achieve before they are certified to teach online, and each instructor evaluates the quality of the training received. However, currently there is no mechanism in place to ensure consistency in the training, nor is there a mechanism in place to ensure that faculty periodically participate in training updates.

Finally, because the demand for distance education courses is growing nationwide, and there are a number of other colleges and universities which offer programs through distance education, the college needs to explore whether or not it is feasible to offer electronically delivered degree programs. Offering electronically delivered degree programs might also help the college better serve the growing number of full-time working students who find attending classes on campus inconvenient or prohibitive. With respect to creating an electronically delivered degree program, although the Distance Education Advisory Committee monitors the development of courses and the training of faculty, the committee s current structure is not conducive to the creation of a degree program, something which will require broader participation campuswide.

D.8 Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with applicable Commission policies and guidelines.

Descriptive Summary:

At the present time, El Camino College does not offer curricula in foreign locations to students other than U.S. nationals.

Self Evaluation:

Because offering curricula in foreign locations to students other than U.S. nationals is not cost effective, the college does not believe this practice is an institutional priority.

Planning Agenda:

Æ Market aggressively the college s special pro grams and services. (4A.1)

Æ Devise a plan providing evening and weekend students with appropriate academic and student support services. (4A.4)

Æ Develop a stable budget for meeting the college s rapidly changing academic technology needs. (4A.4)

Æ Develop a plan that addresses the needs of the college s undeclared majors. (4A.5)

Æ Design a process for assessing the demonstrated achievement of learning outcomes other than course completion. (4B.3)

Æ Review current grading standards and develop minimum competencies in English and mathematics courses. (4B.5)

Æ Redesign the instructional program review process to eliminate the current deficiencies and ensure it is linked to the planning process. (4D.1)

Æ Develop and publish a well-defined policy on the transfer of credit for coursework completed at other institutions. (4D.4)

Æ Provide ongoing workshops to educate the faculty in the articulation process. (4D.4)

Æ Expand and market the college s range of delivery systems and modes of instruction, particularly those for developmental learners. (4D.5)

Æ Develop a faculty training program for online instruction that provides consistency and periodic updates. (4D.7)

Æ Explore the feasibility of offering electronically delivered degree programs. (4D.7)

References:

4.1 El Camino College Technology Plan

4.2 A Guide for Academic Program Review (1999-2000)

4.3 Five Mile Radius Demographics and Income Forecast

4.4 Schedule of Classes (Summer 2001)

4.5 Noel-Levitz Student Satisfaction and Institutional Priorities Surveys

4.6 Schedule of Classes (Fall 2000 and Spring 2001)

4.7 El Camino College Catalog (2000-1)

4.8 El Camino College Degree, Certificate and Program Completion Comparison from Catalog 1998-2001

4.9 Counseling Division Program Review Survey Results

4.10 Counseling Evaluation Card

4.11 California Code of Regulations (55806)

4.12 Counseling Guide Sheets

4.13 Sample Course Outline of Record

4.14 Sample Course Outline of Record (Vocational Education)

4.15 Sample External Accrediting Documents (Nursing Program)

4.16 Licensing/Certification Exam Results

4.17 Board Policy 6121

4.18 Grade Distribution and Success and Retention Rates (Fall 2000)

4.19 Transfers At UCLA (Fall 1987 — Fall 1998)

4.20 Curriculum Review Task Force Report

4.21 Summary of 1998-9 Curriculum Review

4.22 Informal Program Review Process Survey Results

4.23 *Curriculum Handbook for El Camino College*

4.24 *Curriculum Standards Handbook for California Community Colleges*

4.25 Faculty Evaluation Materials

4.26 Community Education Schedule of Classes (Spring 2001)

4.27 Learning Community Alliance Student Poll

4.28 Student Performance on Placement Tests, Fall 2000

4.29 Distance Education Addendum to the Course Outline of Record

4.30 Distance Education Report to the Chancellor s Office

Standard Five: Student Support and Development

The institution recruits and admits students appropriate to its programs. It identifies and serves the diverse needs of its students with educational programs and learning support services, and it fosters a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, and success.

5.1 The institution publishes admissions policies consistent with its mission and appropriate to its programs and follows practices that are consistent with those policies.

Descriptive Summary:

The mission of El Camino College is to meet the educational needs of its diverse community and ensure student success by offering quality, comprehensive educational opportunities.

El Camino College admissions policies are published in the catalog (5.1), the class schedule (5.2), and the student handbook (5.3). They are also included in the web site (www.elcamino.cc.ca.us) (5.4), and the orientation guides handed out by the Financial Aid and EOP&S offices. The admissions policy states, Anyone 18 years of age or older qualifies for admission to El Camino College. If under the age of 18, you will qualify if you have (1) graduated from high school or (2) passed the California High School Certificate of Proficiency test. The admissions policy supports the mission statement, including providing those under 18 the opportunity to enroll if it is determined they will benefit from instruction. The college increasingly offers its services to a diverse community through person, telephone, and online services.

The following vocational programs have additional admissions qualifications, which are listed in the catalog and the individual brochures provided by each department: Nursing (5.5), Radiologic Technology (5.6), Fire and Emergency Technician (5.7), and Legal Assistant (5.8). Admissions and Records and the responsible academic divisions work closely to ensure that the educational needs of students aspiring to be accepted into one of these programs are met.

Self Evaluation:

El Camino College follows practices that are consistent with its mission "to meet the educational needs of our diverse community." Although several publications contain the admission policies, the college ensures that the public has all the information needed to apply through the Schedule of Classes, which is readily available and free. Schedules are mailed to the local community and handed out in public libraries and high schools. They are also available several places on campus, such as in Admissions and Records, the Counseling Division, the "Ask Me" desk, the Bookstore, the library, the Student Activities Center, and at the matriculation workshops for new students. As the Internet is an important tool for providing information, the college places the relevant policies regarding admissions on its web site, www.elcamino.cc.ca.us (5.4), including an online application, thereby increasing the awareness of El Camino College and its services.

5.2 The institution provides to all prospective and currently enrolled students current and accurate information about its programs, admissions policies, and graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures.

Descriptive Summary:

El Camino College provides all prospective and currently enrolled students with current and accurate information about its programs, admissions policies, graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint or grievance procedures. This information is found in the catalog (5.1, pp. 4-44), class schedule (5.2, pp. 9-16), college web site (5.4) and student handbook (5.3). While other publications, such as the class schedules and outreach materials, do not include all topics, they do provide pertinent information to both prospective and continuing students on admissions policies and procedures.

Self Evaluation:

The college successfully endeavors to inform prospective and currently enrolled students about the policies and procedures that affect them. Last spring, the college conducted several surveys. Utilizing the Noel-Levitz Student Satisfaction Inventory (SSI) and Institutional Priorities Survey (IPS)(5.9), the college obtained feedback concerning student satisfaction with certain functions and their importance. In the IPS survey, faculty and staff responded to the same or similar questions on how important it is for the college to meet a specific expectation and whether or not the expectation had been met. In the critical area of admissions policies and procedures, students responded they were satisfied that policies and procedures regarding registration and course selection are clear and well publicized; more specifically, 18% were very satisfied, 32% satisfied and 20% somewhat satisfied. Faculty and staff indicated similar results: 14% strongly agree, 35% agree, and 24% somewhat agree that the college provides this information. When comparing the means based on a scale of 1-7 with 7 representing importance and strongest satisfaction/ agreement, both surveys yield comparable results on its importance (6.12 vs. 6.51) and their satisfaction (5.14 vs. 5.09) that the college is meeting this expectation. Even though the study shows an acceptable level of satisfaction with what is being done, there is a discrepancy between importance and satisfaction, which will require further analysis to identify areas in need of improvement, due to the generalized nature of the survey.

The survey addressed several other policies/procedures addressed in this standard. When asked about program requirements and policies regarding class changes, assessment, and course placement, 67% of students expressed some degree of satisfaction. When asked if graduation requirements are clear and well publicized, the students were not as pleased with only 56% expressing satisfaction. During this time when accountability measures include looking at the number of students who receive degrees, this is a concern the college should pursue.

The college ensures that critical board policies regarding standards of scholarship and conduct, discrimination, sexual harassment, and grievance procedures are provided to students through such publications as the college catalog and student handbook. During orientation, the college reviews these policies. However, when asked if channels for expressing student complaints are readily available, only 45% expressed some degree of satisfaction while 31% were neutral and 25% expressed some degree of dissatisfaction. Placing all of the pertinent policies and procedures in the class schedule, which is readily available to all students, would increase awareness and assist those students having difficulties.

5.3 The institution identifies the educational support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary:

In order to meet the educational support needs of the student population, the college conducts regular and systematic self studies, surveys, program reviews, and annual reports, and collects community input through random surveys. In addition, the college invites and expects students to participate on standing committees. This enables faculty and staff to be informed of the needs of students through their involvement on committees, such as commencement, student development, matriculation, curriculum, and accreditation.

To be as effective as possible, the college employs numerous comprehensive services to identify student needs.

The admission application (5.10) elicits data by identifying students educational goals and service needs for matriculation and transfer. The college bases assessment on multiple factors, including a placement test. The assessment process identifies educational needs and skill levels and appropriate placement for students enrolling in English composition, mathematics, and English as a Second Language courses. Matriculating new students are required to attend a planning orientation where counseling personnel evaluate their educational goals, identify student services needs, and make appropriate referrals through the college matriculation check list (5.11). Each counselor develops a student educational plan based on setting academic goals, identifying personal and academic needs, and assessing levels of strength. Students who have been identified as needing to seek various support services are referred appropriately. Counseling refers students to services including academic strategies and human development courses, tutorial assistance, and MESA.

In keeping with El Camino College s mission, the college offers a large number of support services aimed at meeting the diverse educational needs of the students. The college uses a variety of methods to maintain its comprehensive services to the student population; a central component of these efforts is the ongoing evaluation of student needs and adequacy of services.

There are a variety of required assessment and external review processes for student support programs that are supported by external funding. These required evaluation procedures include, but are not limited to, matriculation site visits, EOP&S program review, Puente program evaluation, and CalWORKs project reporting. El Camino College complies with the requirements of all externally mandated program review processes.

In addition to the mandated review processes, El Camino College has a number of systematic, formalized review processes. The Student and Community Advancement area has developed and implemented a formal program review process, with a three-year cycle, which includes all student support services for both academic and non-academic services.

The program review process involves the collection and analysis of data from three sources: student satisfaction ratings, employee ratings, and peer program staff ratings. After the college collects the data, it provides these results to the deans and directors of the respective programs, who, in turn, synthesize the data for formal reports to the Vice President of Student and Community Advancement. The program administrators use the data for continuous improvement processes.

In Fall, 1999, the college initiated the program review process, which involved a study of the International Students Program, Career Center, Transfer Center, and Student Development. The first formal Student Services program review occurred during the Spring and Fall, 2000, and included an assessment of Admissions and Records, Registration,

Financial Aid, Counseling, Information Desk, Assessment/Testing, and Student Health Services. During Spring, 2001, the following student services program reviews began: CalWORKs, Job Placement Center, Workforce Education, Community Education, and the Development Center for Business Training.

The college's many services benefit not only the entire student body, but, in some cases, select populations, such as working students, disabled students, re-entry students, and economically and educationally disadvantaged students. In addition, the college has programs to enhance student diversity. They are listed in the college catalog and some are advertised through fliers and the campus newspaper.

Self Evaluation:

Most of the services maintain hours that allow evening students to take advantage of them. For instance, the Admissions and Records Office, Assessment/Testing, EOP&S, and the Counseling Division all remain open until 7:30 p.m., Monday through Thursday. The campus Bookstore is open until 7 p.m. on weeknights. Moreover, the library, Music Library, Writing Center, and Learning Resource Center are open until 9 p.m., Monday through Thursday. Almost all student services open at 8:00 a.m. These extended hours increase the opportunities for more students to take advantage of programs and services.

The campus also has many programs to assist students who have challenges or concerns. Through the Financial Aid program (5.1, pp. 21-23), students may apply for loans, grants, work-study opportunities, and scholarships, of which there are at least 75 types available. A student may receive assistance in completing these applications, including FAFSA (Free Application for Federal Student Aid) online assistance, at one of the many free workshops offered. Furthermore, if students wish to look for jobs to supplement their funding, they may apply through the Job Placement Center or CalWORKs services. Both of these programs help with the application process and job placement.

Students who participate in Special Resource Center programs and the Veterans Program may also take advantage of programs and services based on their needs. The Special Resource Center offers help to students who have disabilities. For instance, deaf students may receive a signing interpreter who will assist them during class lectures, or a student may receive mobility assistance. Sixty-three percent of the students who participated in the recent quality of service evaluation of the SRC rated it highly (5.12). The SRC makes every effort to accommodate the academic and personal needs of its students. Veterans, who have such challenges, may benefit from the SRC, but they may also take advantage of the Veterans Office, which will assist them with tuition and counseling needs.

Since El Camino is a diverse campus, the school makes a special effort to accommodate its cultural and gender diversity. The Puente Project and First Year Experience, for example, are designed primarily for Hispanic students, while Project Success is designed primarily for African American students. MESA, a program for math, science and engineering students, works at increasing the number of underrepresented students. All of these programs seek to increase the retention, academic success, and potential of students in these groups.

While these programs and services are aimed at particular populations, there are many benefits for all students. For those with academic needs, there are a variety of services on campus. Before beginning college, individuals may take advantage of the Assessment/Testing Center, which helps to place students in the appropriate classes and enhance their potential for academic success. In addition, students who find they need academic assistance may take advantage of the Tutorial Center or tutoring services offered by various programs and disciplines, which offer tutoring in a variety of courses that are traditionally challenging to students. This includes physics, chemistry, anthropology, alge-

bra, and accounting. The Writing Center offers assistance to students regardless of the class or the assignment. It also offers workshops for specific writing problems and has a newly expanded computer lab with helpful tutorial software and qualified tutors. The services of the Writing Center are available on a drop-in basis or by appointment.

Finally, there are many services that fulfill all basic college needs for all students. The Bookstore provides supplies, while the Health Center provides students with basic health care. The library, Music Library, and Learning Resource Center have knowledgeable and helpful staffs. With the expanded technology now available in these areas, a student can access information through many mediums, both traditional and online. Also, the Student Services Center houses many of the services and programs. This hub for students contains Admissions and Records, Counseling and Matriculation Services, Transfer and Career Services, EOP&S, the College Relations Office, the CalWORKs Office, Financial Aid and Scholarships, Assessment/Testing, and the GAIN Office. The college also provides an information center to assist students in their matriculation process. El Camino College evaluates these programs through the program review process and state grant on-site evaluations.

5.4 The institution involves students, as appropriate, in planning and evaluating student support and development services.

Descriptive Summary

In accordance with the statewide shared governance legislation (AB 1725), El Camino College adopted a shared governance model in May, 1992, which ensures that students are included in all aspects of campus planning. The Associated Students Organization of El Camino College is the official student representative body and is the primary forum through which students are involved in planning and evaluating services (5.13, ASO web site). Students now serve on most collegewide committees and participate in institutional planning and in the development and the delivery of student services. For example, there are student representatives who attend regular meetings of the Budget Development Committee, the Academic Senate, College Council, and the Board of Trustees (5.14). Recently, student representatives have been very active in forums and meetings related to the development and implementation of an alternative year-round academic calendar at El Camino College. The student representatives referred the issue to the student body at a general election.

In addition to participating on the decision-making committees, students affect the provision of services by evaluating programs and student services. The college continuously solicits student opinions of campus services, as part of ongoing internal evaluation procedures at El Camino College, including the formal Student Services program review, which was conducted during the Spring and Fall, 2000, semesters, and included Counseling, Assessment/Testing, Admissions and Records as well as Financial Aid (5.15). Also, there have been ad hoc student survey-based assessments completed for library services, Career Ladders (CalWORKs), tutorial services, and the Special Resource Center (5.16). For the purposes of accreditation, a random sample of ECC students evaluated the institution by completing the Noel-Levitz Student Satisfaction Inventory.

The state-mandated evaluation of the EOP&S program also involved student assessment of services (5.17). In Fall, 2000, students participated extensively in this external evaluation effort; their opinions formed the central component of evaluated data gathered through survey and focus group/intensive interviews. Students also attended the final presentation of the study results.

Self Evaluation:

Students participate on all planning and decision-making committees, except those concerning personnel matters. Also, the college solicits student participation on a regular basis, and their concerns provide the basis for program development and improvement. For example, data collected via the program review process identifies both strengths and areas for improvement from the perspective of students in various campus services. Each unit presents to the vice president its report, which serves as a basis for program strategic planning and improvements during the next year.

While there are numerous opportunities for students to participate in committees and other planning and decision-making groups on campus, and the college encourages students to voice their opinions, the students do not perceive their involvement as adequate. The findings of the Noel-Levitz Student Satisfaction Survey collected in Spring, 2001, indicate that 47% of student respondents indicated satisfaction with their opportunities to serve on campus committees and participate in campus decision-making, whereas 36% gave a neutral neither satisfied or dissatisfied response. Additionally, 16% of student respondents voiced some level of dissatisfaction with their opportunity to participate in decision-making (5.9). The responses to the question concerning knowledge of campus activities suggest that it is the students lack of knowledge concerning campus activities that has contributed to this result.

A related issue concerns the student body's perception of being informed about campus events and having channels through which to express their grievances. In both instances, students perceived these issues to be important (M=5.33 and M=5.78, respectively, on a 7-point scale). However, their levels of satisfaction with these aspects of campus involvement were not as high (M=4.30, knowing what s happening ; and M=4.33, channels for grievances).

5.5 Admission and assessment instruments and placement practices are designed to minimize test and other bias and are regularly evaluated to assure effectiveness.

Descriptive Summary:

While there are no tests specifically required for admission to El Camino College, the college utilizes a variety of testing instruments, as well as multiple measures, for the assessment and recommended placement of students in various college courses. Moreover, students are permitted to re-test if they feel that their initial assessment does not accurately reflect their abilities.

For the purpose of clarification, the term "multiple measures" is the basis of assessment. The initial procedure includes the administration of placement tests. Next, the student is advised to see a counselor. During this meeting they discuss some of the multiple measures and evaluate them in combination with the student's test performance. Specifically, these measures include, but are not limited to, previous coursework (high school or college), G.P.A., vocational or career aptitude and interest inventories, specialized certificates or licenses, educational histories, and other measures of performance.

The testing instruments can be sorted into the following categories: placement, non-credit waiver, and diagnostic. Results from placement tests help to assist students in their choice of courses in the areas of chemistry, English, English as a Second Language (ESL), mathematics, and reading. ACCUPLACER's Computerized Placement Tests (CPTs) serve as the basis of the placement program for English, English as a Second Language (ESL), mathematics, and reading. Non-credit waiver exams are available for United States government, United States history, contemporary health, and math competency. The college administers diagnostic tests as part of either course or financial aid requirements. These include the Computerized Nurse Entrance Test (C-NET), the Degrees of Reading Power (DRP) Test, and the Ability-To-Benefit (ATB) Test. For ATB

purposes, the college utilizes the reading comprehension, sentence skills, and arithmetic subtests of the Computerized Placement Tests (CPTs).

College personnel choose all testing instruments with the involvement of appropriate faculty and academic division deans after a review of the curriculum for each subject area. The trained staff of the Assessment/Testing Center administer all exams.

As background, both the deans of Humanities and Mathematical Sciences at El Camino College decided to pilot the Computerized Placement Tests (CPTs) in Summer, 1990. The pilot was successful, and the administrators adopted the CPTs for use in Spring, 1991. Matriculation funding paid for computer equipment and software. The Educational Testing Service documented that the tests had been thoroughly evaluated by their publisher with regards to age, gender, and ethnicity bias. Further, in order to be approved for use by the Chancellor's Office within the State of California, their publisher, The College Board, had to submit technical data to the Chancellor s Office, which analyzed the CPTs specifically in matters of sensitivity, bias, and differential validity. In Fall, 1999, El Camino College joined other colleges throughout the state in a critical mass study to validate the CPTs for California community colleges. The Office of Institutional Research collected and analyzed placement data provided by students and faculty and was instrumental in obtaining state-approval of the tests. As of February 1, 2000, the California Community Colleges Chancellor's Assessment Instrument Approval Status Summary listed ACCUPLACER s computer placement tests. All reading, English, and mathematics sub-tests of the CPTs have full approval until February, 2006, while the Levels of English Proficiency (LOEP) sub-tests have probationary approval until June, 2002.

Self Evaluation:

The appropriate placement of students into math and English courses is significant; consequently, El Camino College continually monitors the impact of cut-scores on student outcomes. During 2000, members of the Mathematical Sciences Division and the Office of Institutional Research completed a thorough review of the math placement cut-off scores. Student outcome analyses (5.18) supported the math department s increase in cut-off scores; the College Curriculum Committee subsequently approved its implementation effective for Fall, 2001. The Office of Institutional Research has also conducted preliminary disproportionate impact analyses (5.19) and will continue to monitor the impact of the changes in math cut-scores. A similar assessment test evaluation process will begin for the English placement exams during the Fall, 2001, semester.

The adequacy of placement exams can also be gauged by means of student opinion. The recent campuswide self study survey asked students to rate both the importance and their satisfaction with the assessment and course placement procedures. Students perceived the assessment process to be important (M=5.64 on a 7-point scale); however, the respondents were not equally satisfied with the assessment and placement procedures (M=4.66). It is not clear from these data what about the assessment and placement process students find least or most important and satisfactory. The changes in the math placement process should have a positive effect on the students success in the future.

5.6 The institution provides appropriate, comprehensive, reliable and accessible services to its students regardless of service location or delivery method.

Descriptive Summary:

The college offers a full range of student support services to meet the expectations and needs of the students. Some activities and services, such as the Career and Transfer Center, Admissions and Records, Bookstore, or the Cashier, are for all students. Other activities or

programs support students with specialized needs or fit a specified focus group, including the Special Resources Center, Child Development Center, Library Services, Veterans Office, and Distance Education.

Students have access to a number of publications that provide general and specific information regarding each of the services. Among these are the college catalog, with two sections devoted to student services activities, the class schedule, El Camino College Student Survival Guide (5.20), and specialized brochures published by individual service groups. The Special Resources Center makes staffing and equipment available to produce, upon request, alternate media formats for printed materials.

In addition to hardcopy documents, students also have online access. The El Camino College web site at http://www.elcamino.cc.ca.us (5.21) offers a wealth of student information, including a description of services, contact persons, phone numbers, and hours of operation, as appropriate. This resource is available 24-hours a day, seven days a week. The web site facilitates online class registration for continuing students, reproduces the current class schedule, and provides description and contact information for a plethora of student services.

The effort to appropriately serve special populations is ongoing. The Special Resources Center (5.22) serves more than 1,200 students who are either visually impaired, physically disabled, learning disabled, or deaf and hard of hearing, through educational programs, counseling, and tutorial support. The Adult Re-entry program, CalWORKs, EOP&S, and Financial Aid provide services designed to meet specific needs of selected student populations.

Located in the center of the campus, the library is open 68 hours per week to provide print and online information purchased to meet the educational needs of the student. It also houses the Distance Education Office that offers more than 42 online classes. Orientation and training is also available online for distance education students.

Students enrolled in classes in remote locations, such as the One-Stop centers (5.23), also have access to counseling and advisement through the drop-in counseling facility and the new online virtual counseling service.

Self Evaluation:

The Student Services Division recently completed a program review. This included Financial Aid, Student Development, Assessment/Testing, International Student services, Admissions, Registration, Health Services, and Counseling. The student opinion survey question of this review measured the level of satisfaction with the quality of material and hours of operation. The statistical analysis showed that only 47.7% indicated satisfaction with these services.

Similar information collected in the Noel-Levitz SSI survey reflected that 59% of the respondents indicated satisfaction with the student support services offered to meet the needs of current students. There was a slight difference in the importance attached to these services for day compared to night students. There was a mean of 5.41 for day students and only 4.47 for night students. These differences indicate a possible need to increase the dissemination of student support service information to all night students. Currently, many student services are available until 7:30 p.m., Monday through Thursday.

The availability of online registration for continuing students has simplified the process considerably; however, online counseling is not fully implemented. Plans are also underway for the payment of fees online with credit cards. Each unit providing services to students must continue to evaluate its operations to validate that it provides comprehensive, reliable, and accessible services.

5.7 The institution, in keeping with its mission, creates and maintains a campus climate which serves and supports its diverse student population.

Descriptive Summary:

The campus climate can be defined as the prevailing conditions affecting the service and support of the El Camino College student population. These conditions include a broad spectrum of physical and non-physical factors. Physical items include buildings, grounds, parking, and classrooms. In addition, the campus climate includes non-physical items, such as student perceptions of the academic and social environment, which are promoted by the campus statement of values and philosophy, support programs, clubs and organizations, and dramatic, musical, and cultural events.

Self Evaluation:

Physical Environment

In view of the physical environment, El Camino College serves and supports its diverse student population in a variety of ways. As an example of this support, the campus has wheelchair accessible buildings, classrooms, and parking for physically challenged students.

In addition, the Special Resource Center provides facilities filled with computer terminals and other technologies to accommodate students with a variety of needs. To promote a safe environment for evening students, the college provides a shuttle service between the parking garage and classrooms. Part of the physical environment includes art exhibits that celebrate diverse cultural and ethnic backgrounds. Currently, the college features exhibits in the Anthropology Museum, Art Gallery, and Schauerman Library.

Non-Physical Environment

El Camino College creates and maintains a campus climate that serves and supports its diverse student population through its support services, clubs and organizations, and dramatic and musical events. The campus statement of philosophy, as stated on Board Policy 1200, prescribes the overall environment that pervades every aspect of the organization. The college s four core values people, integrity, respect, and excellence support this philosophy.

The commitment to a campus climate that serves and supports the diverse student population is further stated in the college s guiding principles that reads:

Access and opportunity must never be compromised. Our classrooms are open to everyone who meets our admission eligibility and our community programs are open to all. This policy is enforced without discrimination and without regard to gender, ethnicity, personal beliefs, abilities and backgrounds (5.24).

This statement establishes the basis for an environment in which diversity is valued within the campus community. In addition, the Board has more specific policies that outline the conduct of students, staff, and faculty. For example, El Camino College Board Policy 4274 prohibits sexual harassment. This policy reads, "It is the policy of the El Camino Community College District to provide an educational, employment, and business environment free of unwelcome sexual advances, requests for sexual favor/s, and other verbal or physical conduct, or communications constituting sexual harassment as defined, and otherwise prohibited by state and federal statutes" (5.25). This is an example of how the college promotes a campus climate that does not tolerate demeaning behavior.

In addition, the program review cycle is an opportunity for students and employees to rate their satisfaction. Each semester, the Office of Institutional Research conducts a program review of six to eight units. For Spring, 2000, the college reviewed the following units: Registration, Financial Aid, Admissions and Records, Student Health Services, Assessment/ Testing, Counseling, and the Information Desk.

The information gathered from these reviews represents the frequent opportunities for students and employees have to express their opinions regarding various services.

According to Human Resources, the hiring practices of El Camino College support a diverse student population in seeking faculty and staff who have a "sensitivity to and understanding of diverse academic, socioeconomic, cultural, and ethnic backgrounds of college students, and of individuals with disabilities," by including this statement as part of the desirable qualifications on job descriptions (5.26). During a job interview, an applicant may be asked to describe his or her experience working with diverse groups of students. In addition, each hiring committee includes an affirmative action representative whose role is to verify "adherence to policies to insure full opportunity for underrepresented, and women groups" (5.27).

During the new employee orientation, the Office of Staff and Student Diversity presents relevant issues. Finally, to maintain a positive campus climate, the college offers diversity training as part of staff development and Flex Day activities. Past workshops have included topics such as cross-cultural communication, sexual harassment, affirmative action, and sign language training.

Second, the college has a variety of services to support its diverse student population. To support students with physical and mental challenges, the Special Resource Center provides test proctoring, reader/interpreter services, assistive technology, and specialized instruction. In addition, to improve the retention of African American and Latino students, the college has the Project Success and Puente programs, respectively. To support students with financial and educational challenges, the campus has EOP&S. Recently, the federal government awarded the college a Title V Hispanic Serving Institution Grant to promote the enrollment, retention, graduation, and transfer of Latino students. Collectively, these support programs provide more personalized service to improve the academic success of students.

Third, El Camino College celebrates its cultural diversity with a variety of clubs and organizations. On campus, there are a variety of social organizations and clubs to celebrate a variety of backgrounds and preferences. These organizations include Hands of Friendship (sign language), International Students Club, Japanese Cultural Club, Gay Straight Alliance, Latter Day Saints Students Association, Maharlika (Filipino), Muslim Students Association, Native American Club, Pan African Students Union, Student Organization of Latinos, University Bible Fellowship, and the Vietnamese Students Association. Also, representatives from each of these clubs collectively host an International Festival each spring. This event features international music and food tasting. In addition, the Office of Staff and Student Diversity presents educational and cultural programs throughout the year with a variety of awareness months, which include Asian Pacific month, Latino Heritage month, Disabled Students month, and Women's History month.

Finally, the El Camino College Center for the Arts presents a wide variety of dramatic and musical events, including the Munich Chamber Orchestra, Bobby Rodriguez Latin Jazz Band, Lily Cai Chinese Dance Company, Hawaiian Slack Key Guitar Festival, and *A Raisin in the Sun*.

In conclusion, through a variety of efforts, El Camino College demonstrates a commitment to serving and supporting a diverse climate. These efforts, which include physical and non-physical items, coalesce to create a college campus in which learning can flourish.

5.8 The institution supports a co-curricular environment that fosters intellectual, ethical, and personal development for all of its students and encourages personal and civic responsibility.

Descriptive Summary:

At El Camino College, there are numerous organizations, clubs, and departments that support a co-curricular environment that fosters intellectual, ethical, and personal development of the students. According to the annual report 1999-2000 prepared by the Student Development Office, There are over 40 active organizations that include clubs that focus on purposes that have academic, cultural, ethical, social and service orientations. Together, the Associate Students Organization and the Interclub Council provide opportunities for students to participate in planning and implementing activities, programs, and services that allow students to learn leadership skills, social interaction capabilities and to experience personal growth. The activity hour is designated each week between 12:30 - 1:30 p.m. on Tuesday and Thursday for concerts, rallies, and other special programs on the Activity Center outdoor stage. Also, during the academic year, awareness months are observed, which provide opportunities for clubs and the Office of Staff and Student Diversity to organize educational and cultural programs for student participation. In addition, the college plans special activities to assist students in their personal development, including, the El Dia de Los Muertos celebration, the Native American pow wow, and the International Food Tasting Fair. Alpha Gamma Sigma, the college honor and scholarship society, provides opportunities for community service to help develop civic responsibility. Also, El Camino College sponsors events such as the blood drive and the children's Christmas party.

For the past several years, the college newspaper, the *Union*, has won outstanding reporting awards. For example, it received the Associated Collegiate Press National Pacemaker Award, the Associated Collegiate Press Regional Pacemaker Award, the California Newspaper Publishers Association General Excellence Award, the Columbia University CSPA Gold Crown, the Journalism Association of Community Colleges General Excellence Award, and the Journalism Association of Community Colleges Pacesetter Award. Through quality reporting, students become more aware of the world around them.

Under the Fine Arts Division, the Art Gallery provides six shows each year: one of faculty art, one of student art, and four of local professional artists. Also, El Camino has two dance productions, three choirs, three jazz bands, a community orchestra, a South Bay Youth Orchestra, six theater productions, and four stage playsthat are written and directed by students. All students in various speech, dance, music, and theater classes are also required to attend an oncampus professional performance related to their class.

The forensics team has a long record of achievement. During the past year, it has won several awards, such as the National Debate Champions-Phi Rho Pi National Tournament in Portland, Oregon, third place in the State Championships, third place in the National Parliamentary Debate Championship, as well as a variety of awards at invitational tournaments throughout California.

To encourage personal and civic responsibility, the Behavioral and Social Sciences Division provides practical experience for child development students in our community. Also, political science students volunteer to assist in local, state, and national elections. Some anthropology students participate in internships, as well as trips to anthropological digs, museums, and natural parks and reserves.

The Health Sciences and Athletics Division provides summer camps for local high school students in the areas of soccer, baseball, tennis, and water polo. It also offers swimming lessons for young children, as well as 21 team sports.

The Instructional Services Division provides five human development and 13 academic strategy courses, all of which are designed to assist students with their intellectual, ethical, and personal growth. The college provides some of these courses to high school students on their campuses and at El Camino.

Finally, Project Success, Puente, Honors Transfer, and MESA are special programs at El Camino College designed to assist students to become academically successful. These programs provide continuous co-curricular activities and programs to stimulate intellectual, ethical, and personal growth through planned classroom activities, numerous field trips, cultural events, and guest speakers. Students also have opportunities for written expression by contributing to student publications such as *Our Voices*, a collection of writings by developmental and ESL students, and *Myriad*, the college s creative arts journal. All of these activities improve student development.

Self Evaluation:

An analysis of the Noel-Levitz surveys indicates that El Camino College supports a co-curricular environment that fosters the intellectual, ethical, and personal development of its students. Student responses ranged from 53% of the respondents to 91% indicating an overall satisfaction with the co-curricular activities at El Camino College.

El Camino College has developed and maintained comprehensive services to assist students as they pursue their goals. This includes a co-curricular learning environment that is inclusive of students with special needs and learning challenges.

5.9 Student records are maintained permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained.

Descriptive Summary:

El Camino College maintains student schedules, grades, and academic transcripts on the campus mainframe. The college duplicates and stores these computerized files in a remote location. The college s Information Technology department maintains control over access to student records and is in compliance with all relevant regulations. Select employees have limited access to these records. The college has made academic records secure.

Admission and Records maintains all student records prior to 1985 in hard copy form in the records vault. All records after 1984 are being imaged on laser fiche (5.28), including transcripts and applications.

The college maintains instructor rosters and grade sheets in the Records Office on hard copy. The Admissions and Records department will laser fiche all of these documents by 2003.

The college strictly adheres to the Family Educational Rights and Privacy Act (FERPA). The district recently developed a mandatory student identification card, which includes a student pin number, to protect each student's identity by reducing dependency on student's social security numbers. The college grants access to a student s record in accordance with FERPA, court orders, or subpoenas (5.1, p. 2).

Self Evaluation:

The technological changes implemented over the last few years have significantly improved the maintenance of records and appropriate staff access. Current documentation is imaged and up-to-date. Unfortunately, with only two imaging stations, the college processes archival documentation at a slow pace.

5.10 The institution systematically evaluates the appropriateness, adequacy, and effectiveness of its student services and uses the results of the evaluation as a basis for improvement.

Descriptive Summary:

The 1996 recommendations regarding program review included increasing accountability by developing institutional evaluation and assessment and linking those activities to the planning process (5.29). In response to the recommended improvement in research capacity and utilization, which is reflected in a statewide effort to increase evaluation and accountability within the community college system, El Camino College first founded the Division of Planning, Research and Development in 1997, and then expanded it in 1999. The expansion involved the hiring of a new Director of Institutional Research. Since that time, two additional research analysts have joined the institutional research staff (5.30).

The college has a variety of required assessment and external review processes for student services programs that it supports by external funding. These required evaluation procedures include, but are not limited to, matriculation site visits, EOP&S program review, Puente Project program evaluation, and CalWORKs project reporting. El Camino College complies with the requirements of all externally mandated program review processes (5.31). In addition to those mandated review processes, the college has a number of systematic, formalized internal review processes. The Office of Institutional Research has developed and implemented a number of important assessment processes and instruments/tools that facilitate the evaluation of student services at the college. Among those are the following: (1) the development of an El Camino College institutional research agenda that includes many required systematic research efforts aimed at student success (5.32); (2) the development of a research request form and procedures, including a published description of the research request prioritization criteria (5.33); (3) the development and implementation of a formal program review process, with a three-year cycle, which includes all student services (5.34). Many campus entities provided input in the formulation of these processes.

The program review process involves the collection and analysis of data from three sources: student satisfaction ratings, employee ratings, and peer program staff ratings (e.g., employees in Financial Aid provide their rating of Admissions and Records) (5.35). The college piloted the program review process in Fall, 1999, and involved a study of the International Students Program, Career Center, Transfer Center, and Student Development. The first formal round of Student Services program review occurred during Spring and Fall, 2000, and included an assessment of Admissions, Registration, Financial Aid, Counseling, Information Desk, Assessment/Testing, and Student Health Services. The results of these reviews have been incorporated into the division/unit annual reports and submitted to the Vice President of Student and Community Advancement (5.36).

In addition to these systematic reviews, the Library Services, DSP&S, and the Career Ladders Program (CalWORKs) requested the assistance of the Office of Institutional Research in the development, implementation, and analysis of student satisfaction surveys during the 2000-2001 academic year (5.37).

Self Evaluation:

El Camino College has made very strong progress toward increasing accountability by developing institutional evaluation and assessment capabilities and linking those activities to the planning process. The development and staffing of the Division of Planning, Research, and Development reflects the college s efforts to address this institutional need. Likewise, the Director of Institutional Research has developed and implemented a number of processes that facilitate institutional compliance with reporting requirements and improve internal assessment, providing the necessary feedback/information

for program and service improvement.

For example, the student opinion data collected as part of the Student Services program review asked about levels of satisfaction with the appropriateness and adequacy of the service provided. On a 4-point scale, the overall student satisfaction level with the college s student services was 2.97. Overall, 47.7% of respondents indicated satisfaction with the services provided. This information, reported to the appropriate vice president, signals areas for improvement for each unit under review and is the basis for strategic planning for the next year.

Planning Agenda:

- Publicize and encourage opportunities for student involvement in campus governance. (5.2, 5.3)
- Ensure that all policies affecting students are well publicized and readily available. (5.2)
- Utilize and respond to student opinion data in the planning process. (5.4)
- Monitor the assessment process to assure proper placement of students and improve student success and retention. (5.5)
- Evaluate the effectiveness of electronic communication in the delivery of online or virtual counseling and determine a direction in which the college will proceed. (5.3, 5.6)
- Assess the student services needs of evening, weekend, and off-campus students and develop improved methods of delivery. (5.3, 5.6)
- Offer on a continual basis diversity training to faculty and staff and provide students the opportunity to understand the diversity represented by our student population. (5.7)
- Review the college s co-curricular activities for students to enhance their opportunities and explore the need to increase the activities available for evening students. (5.8)
- Develop a process to provide a sound institutional and fiscal base for programs designed to increase student success and retention. (5.8)
- Create a culture of evidence in which assessment results are utilized to improve programs and services. (5.10)

References:

5.1 El Camino College Catalog, p. 4
5.2 Schedule of Classes, p. 3
5.3 El Camino College Student Handbook, p.8
5.4 El Camino College web site: www.elcamino.cc.ca.us
5.5 Nursing Program Pamphlet
5.6 Radiological Technology Program
5.7 Fire & Emergency Technician Pamphlet
5.8 Legal Assistant Program Brochure
5.9 Noel-Levitz Student Satisfaction and Institutional Priorities Surveys
5.10 Admissions Application
5.11 Matriculation Checklist
5.12 Disabled Students Services Program Review Report 2001, The Galvin Group
5.13 ECC ASO web site: http://www.elcamino.cc.ca.us/aso/index.html
5.14 List of planning and decision-making committees in which student leaders participate.
5.15 Various student opinion surveys
5.16 Copies of program review surveys and excerpted results.
5.17 Excerpts from EOP&S evaluation, documenting student opinion and/or involvement
5.18 Math Cut-Off Scores Student Outcome Analysis
5.19 Office of Institutional Research Preliminary Disproportionate Impact Analysis
5.20 Student Handbook. El Camino College Student Survival Guide
5.21 El Camino College web site: www.elcamino.cc.ca.us
5.22 Special Resource Center Brochure
5.23 One Stop center
5.24 Board Policy 1200
5.25 El Camino College Board Policy and Bylaws, Article IV, Section 4274
5.26 El Camino College faculty and staff job descriptions
5.27 El Camino College Office of Staff and Student Diversity Brochure
5.28 Department of Admissions & Records Annual Report 2000, p. 2
5.29 Recommendations from 1996 Accreditation
5.30 Division of Planning, Research and Development Organization Chart
5.31 Sample mandated program evaluations
5.32 ECC Institutional Research Agenda
5.33 El Camino College Institutional Research Request Form
5.34 Program review cycle for campus student services
5.35 Program review client, peer and employee surveys
5.36 Annual Report Form
5.37 Program evaluation surveys from Library Services, DSP&S, and CalWORKs

Standard Six: Information and Learning Resources

Information and learning resources and services are sufficient in quality, depth, diversity, and currentness to support the institution s intellectual and cultural activities and programs in whatever format and wherever they are offered. The institution provides training so that information and learning resources may be used effectively and efficiently.

6.1 Information and learning resources, and any equipment needed to access the holdings of libraries, media centers, computer centers, databases and other repositories are sufficient to support the courses, programs, and degrees wherever offered.

Descriptive Summary:

El Camino College offers its students, faculty, and staff several sources for procuring information and obtaining learning resources. The primary areas for these services are the Schauerman Library (the general campus library), the Music Library, the Special Resource Center, the Learning Resources Center, computer labs, tutorial programs, and the Media Services department. Learning resources, in the form of text, media materials, and technology, are also located in other learning centers and areas that provide student support services (6.1).

Library

Descriptive Summary:

The Schauerman Library houses over 120,000 books, 496 periodical titles (in either microform or hard copy), and a variety of online databases for the retrieval of periodical articles and citations. It is divided into several departments, including Collection Development/Acquisitions, Bibliographic Instruction, Cataloging/Systems Development, Public Access, and Reference (6.2).

The Collection Development department is responsible for coordinating the selection of new book titles by faculty members and librarians, for the purchase and receiving of new books, and for the discarding of outdated, worn, or mutilated books. The main goal of the department is to ensure that the collection adequately meets or exceeds the needs of the college curriculum by providing the necessary supplemental and research titles for class assignments in all disciplines. In addition, the department provides titles, in sufficient quantity, on topics of current interest needed to prepare papers, speeches, and debates.

The Bibliographic Instruction department provides students with instruction and assistance in retrieving information and researching resources. The librarians meet with classes and instruct them in the use of specific reference materials and in the use of various databases. They also provide 300 bibliographic orientations annually, serving 10,000 students.

The Cataloging/Systems Development staff are responsible for the cataloging and physical processing of materials for the library. In addition, the department is responsible for the management and maintenance of computerized databases, as well as the in-house public catalog. The services offered by the department have a direct effect on the level of user satisfaction in locating needed information and material within the library or from library resources accessed externally.

The Public Access department consists of the Circulation and Periodicals/Reserve departments. In addition to providing patrons access to materials by checking materials in and out of the library, the department is responsible for book stack maintenance and for Interlibrary Loan (ILL) services. Additionally, the depart-

ment coordinates monthly art exhibitions in the lobby and a variety of programming with the Friends of the Library organization. It also publishes the division s newsletter, *Lamppost*, which is distributed throughout the campus and highlights the activities of the division (6.3). The Resèrve department also maintains a textbook collection, which provides students with materials for their coursework.

The Reference department is staffed by a librarian whenever the library is open. In addition to assisting students and faculty in utilizing book and periodical computers and databases, the staff suggest specific resources for research needs. They also work with individual faculty and divisions to assist with the development of bibliographies, assignments, and class projects.

The Music Library is located in the Fine Arts building and provides many of the same types of services as the Schauerman Library departments, such as reference, cataloging, circulation, and other public access services. In addition to books, the facility includes printed music, sound recordings in various formats, laser discs, interactive multimedia, and reserve materials. It has recently been renovated and has new furniture and equipment.

In addition to providing music resources, the Music Library is responsible for the distribution of practice room keys and statistical record keeping for some music courses and their labs. The staff also reproduce classroom audio tapes for students and prepare music folders for the band, orchestra, and all choral organizations.

Self Evaluation:

The campus information facilities generally provide sufficient resources to support the curriculum of the college (6.4). However, there are areas which will need continued careful attention.

Schauerman Library has expanded physically by adding a new two-story wing for text services and a basement area housing the Library Media Technology Center. In addition, in Summer, 2001, the college completed construction that provided space for a Staff/Faculty Development computer lab and a renovated Library Demonstration Room.

However, based upon library space standards defined by the Chancellor s Office (6.5), El Camino s library does not yet come up to state minimum standards of square footage per FTES to qualify it for library construction funding. Library and facilities staff have begun planning for an expansion of the North Wing from one story to three stories. When completed, this wing will provide expanded seating, shelving, and space for expanded services and resources.

Despite recent renovation, the Music Library is still in need of additional storage space and shelving due to the annual increase in acquisitions of 1,500 items and due to the specialized shelving requirements for the variety of music materials formats. The library also needs additional student study facilities (6.6).

Special Resource Center

Descriptive Summary:

The Special Resource Center (SRC) provides services to over 1,500 students with special needs (6.7). It is divided into the following areas: Counseling, Deaf and Hard of Hearing Services, High Tech Center, Learning Disabilities, Physically Disabled, Visually Impaired, and Adaptive Physical Education (6.8).

SRC counseling staff assist students with disabilities to achieve their academic, vocational, and personal goals at El Camino College. The staff provide both academic counseling and career counseling. The office scheduled 1,745 counseling appointments and drop-in advisement contacts during the past year. Counselors also made referrals to other campus and community resources and recommended accommodations for students with psychological disabili-

ties, developmental disabilities, and acquired brain injuries.

The Deaf and Hard of Hearing component of the SRC offers courses in basic skills and personal assessment designed specifically for the needs of hearing impaired students. Class enrollments totaled 167 during the 1999-2000 academic year. In addition, this area offers a Sign Language/Interpreter Training Program.

The High Tech Center trains disabled students in the use of computers and other access technologies so that they can use their skills in other settings on campus and in their careers. The center has approximately 16 computers, as well as other devices such as Kurzweil machines, that assist students with limited vision and other disabilities.

The Learning Disabilities component provides diagnostic testing, test accommodations, and related support services for El Camino students. The total number of students served increased from approximately 800 in 1998—1999 to 950 in 1999-2000.

The Physically Disabled/Visually Impaired section provides a variety of services, including educational development courses in assisted computer literacy.

The adapted physical education program is a joint venture between the Special Resource Center and the Physical Education department. This program allows individuals with a variety of disabilities to participate in physical education.

The college has created new SRC positions, including a part-time career specialist in the Counseling area, two additional part-time learning disability specialists, and a full-time assistive technology specialist. The institution restructured classroom facilities, reorganized office space, and provided expanded facilities for testing. It also provided facilities for proctoring 507 tests from 257 classes, test accommodations, as well as in-class accommodations for 84 cases.

Self Evaluation:

The Special Resource Center excels at providing a wide variety of services to a diverse population of students, as described in the Disabled Students Programs and Services Program Review conducted in February, 2001 (6.9). It serves a continuously growing number of students, and recent additions to the staff enhance the ability of the SRC to meet the needs of all students who need special accommodations that enable them to continue their education.

Learning Resources Center

Descriptive Summary:

The Learning Resources Center (LRC), located on the second floor of Schauerman Library, houses more than 4,000 audio and video recordings, filmstrips, texts, CD-ROMs, laser-disc materials and computer-assisted instruction programs (6.10). In addition, the LRC oversees facilities in other areas of the Schauerman Library and in three campus buildings (6.11).

One faculty coordinator, five full-time classified staff, one part-time faculty tutorial coordinator, and casual employees staff the LRC. The LRC assists students, faculty, and staff to achieve their academic goals by providing access to a wide range of academic learning materials and services in the following areas: Basic Skills Study Center (BSSC), Computer Assisted Instruction Lab (CAI), the Learning Center (Library, 2nd floor), the LMTC Computer Commons (CC), the LRC Tutorial Program, the Technical and Occupational Program Lab (TOP), and the MCS Reading Lab. An upgraded, Windows-based check-in system records student usage data for all the LRC areas (6.12).

The Learning Center houses an extensive media materials collection, as a supplement for most academic disciplines at El Camino College. It contains individual and small-group audio-visual viewing and study areas.

In the Basic Skills Study Center (BSSC), staff members work with students in a laboratory atmosphere. Using computer-assisted instruction and networked computer workstations, the basic skills program is built around an individualized interactive learning system for reading and mathematics. It includes online diagnostic testing, computer-assisted instruction, and monitoring of student progress (6.13).

Self Evaluation:

The college heavily uses the Learning Resources Center despite facilities that are widely dispersed on campus. The LRC is open for 62-67 hours per week and documents more than 80,000 student visits per year. LRC staff works continuously with faculty to ensure that the materials collection and services most nearly meet student need from disciplines across the college. Student satisfaction surveys conducted for evaluation of Partnership for Excellence funding projects show repeatedly that students believe their experience in the LRC leads to greater success in the classroom.

Tutorial Programs

El Camino provides on-campus and online tutorial support to its students through programs located throughout the college. The college funds and operates these independently of each other.

Descriptive Summary:

The **Humanities Writing Center** is open 60 hours per week, providing drop-in tutoring for students who need advice on classroom writing assignments and transfer application essays. Students receive assistance (both in-person and e-mail) in prewriting, format, and content development. The Center also provides grammar tutorials and grammar workshops (6.14). It screens the tutors at the Writing Center to ensure that they are qualified to perform their jobs. At a minimum, they have a bachelor s degree, and many are graduate students or college instructors.

The **Learning Resources Center (LRC) Tutorial Program** assists students in meeting their academic responsibilities. It offers free drop-in and online tutoring, including e-mail, chat, and online conferencing for numerous subject areas each semester. In addition to the Tutorial Center in the Schauerman Library, tutoring is also available at various satellite locations around the campus. Highly trained, certified peer tutors provide content-specific tutoring and help in improving study techniques and preparing for tests.

All LRC tutors must complete the Tutor Training 200 course, which teaches the tutorial skills needed for successful tutoring in all subject areas and which is certified by the College Reading and Learning Association (CRLA), one of the largest professional organizations in the field.

Over the past few years, the LRC Tutorial Program has expanded to offer tutoring in 45 subject areas and, over the 2000-2001 year, has increased the number of delivery modes from predominantly drop-in tutoring to include class-oriented supplemental instruction, long-term small group tutoring, and individualized tutoring for students with disabilities (6.15). The implementation of online tutoring, made possible through the Fund for Student Success (FSS) Beep-a-Tutor grant and subsequent Partnership for Excellence (PFE) funding, has led to the expansion of online tutoring to support both on-campus and distance education courses offered through the college. While usage of the online tutorial offerings has been low, efforts continue to promote this program to both faculty and students.

Over the 2000-2001 academic year, the LRC Tutorial Program staff have also expanded their outreach significantly. They have produced for faculty an informational videotape that describes the tutorial program and how it can help teachers and students succeed. It has also completed a promotional/informational videotape for students about various services, including the Tutorial Program, that the LRC offers.

In addition, it has broadcast public service announcements on KECC, the college student radio station, and distributed a variety of flyers, bookmarks, and other promotional materials (6.16).

The Student Athlete Independent Learning (SAIL) program, originally funded by a Fund for Student Improvement (FSI) grant, now offered by the LRC Tutorial Program and co-sponsored by the Health Sciences and Athletics Division provides tutoring and academic support specifically designed to meet the needs of the student-athlete (6.17). The program targets athletes who have an unsatisfactory grade point average and who seem to be struggling with the demands of athletic and academic life. Students in the SAIL program must attend tutoring sessions for a minimum of three hours a week during which they receive tutoring and general academic assistance.

The **MESA Tutorial Program**, part of the MESA (Mathematics and Engineering Science Achievement Program) Undergraduate Program, provides support to community college students who are majoring in math or science, so that they excel academically and transfer to four-year institutions. MESA CCCP is based on a rigorous academic program that uses various components to support the students. The program s components help to build an academically based peer community to provide student support and motivation (6.18). Its programs include workshops similar to those of the Honors Transfer Program, an orientation course that exposes students to fields in engineering, career advising, transfer assistance, organizational links, professional development workshops, and an Industry Advisory Board, which further connects students with the industry.

The **Math Tutoring Center** is a supervised, drop-in tutoring center that serves all students currently enrolled in a Mathematical Sciences Division math course. Each semester the center services approximately 2,000 math students. The center has been established to provide positive guidance and assistance toward the development of math skills and study skills. Math students of all levels learn to read, analyze, and conceptualize mathematics problems with an emphasis on understanding mathematical concepts, applying mathematical techniques, and solving problems in a clear and logical manner.

In addition, the Math Sciences Multimedia Computer Lab enables the math students to learn how to make the best use of technology and acquire proficiency in the use of specific applications. It is supported by a full-time computer lab specialist, receptionists who are available to help the students with computer problems, and math tutors who are familiar with the math software to help students acquire proficiency with the software.

Students are strongly encouraged by faculty to take advantage of the tutorial services provided, and students who have previously failed a math course participate in a support program in which they specifically agree to use all available resources, including the math tutoring program.

Tutors in the math tutoring program include student peer tutors and certificated tutors with advanced degrees, some of whom are also teaching faculty. All tutors are encouraged to take the Tutor Training 200 course.

Self Evaluation:

While El Camino s tutorial programs operate independently of each other, coordination among the programs has increased over the past three years. The quality of tutoring available to students has improved due to the fact that increasing numbers of tutors from programs enroll in Tutor Training 200, or in tutor training workshops with similar but abbreviated content. And in 2000, tutorial program coordinators from all the college programs worked together to develop a common set of tutorial job descriptions and a pay schedule that made it easier for programs to recruit and retain tutors who work in multiple areas.

With the increase in available tutors in the **Humanities Writing Center**, expansion of tutoring hours, and the addition of 14 computer stations in the Center and overflow access to adjoining labs housing an additional 67 stations, the number of students utilizing these facilities has tripled, producing over 11,000 student contact hours for Fall, 2001. The Writing Center has also created a student-friendly web site that includes information about the hours of operation, workshops on specific grammar problems, Writing Center policies, and links to other relevant sites.

In various surveys, students rate the **LRC Tutorial Program** as contributing significantly to their academic success (6.19). However, in order to provide students the support they need to be successful in achieving their academic goals, the tutorial program must continue its efforts at outreach and expansion of the methods of delivery (6.20). The college needs to provide greater contact between tutors and faculty, since instructor recommendation is the major way in which the college makes the students aware of the availability of tutoring services.

In response to demand from faculty and students alike, as well as increased funding from Partnership for Excellence funds, the LRC Tutorial Program continues to work at expanding the number of subject areas tutored, the modes of tutorial delivery, and the number of students participating in these tutorial offerings. However, the program cannot meet all students needs, and program staff and tutors continue to explore new ways to successfully expand the program in quality as well as quantity.

Throughout the program s history it has attracted highly skilled tutors, both students and individuals from the community, despite the fact that the salary for tutors has not been raised in over 15 years. However, with the growth of other tutorial programs on campus, a few of which offer higher salaries, some experienced tutors took positions elsewhere. In Summer, 2001, the district adopted a new tutorial classification and pay schedule for most tutorial programs on campus, which has reduced the difficulties the LRC Tutorial Program faces in retaining its most highly qualified tutors although it has simultaneously increased funding needs for the program (6.21).

The SAIL program has been very beneficial for El Camino athletes. Since the FSI grant ended, the program has occasionally faced difficulty in maintaining full tutorial hours due to limited funds and difficulty in finding qualified tutors. However, both faculty and coaches have approved the program. As a result, it has expanded to serve students in all sports, not just football.

The **MESA Tutorial Program** has been in existence at El Camino since October, 1999, and has had a full-time coordinator since January, 2000. It has met most of its stated objectives. As a result of two separate grants totaling $85,000, MESA has been able to fund a full-time temporary director position, computers, and other equipment for students (6.22).

With the adoption of a student check-in system that permits tracking of individual students tutorial usage and the addition of computer lab resources for math tutees, the math tutoring program has become very successful in assisting the large numbers of students enrolled in the division. The recent award of a PFE grant has allowed the center to hire certificated tutors who have their master s degrees. The grant has also allowed program expansion to include tutoring in calculus and other transfer level courses.

Computer Labs

Descriptive Summary:

The computer labs on campus can be divided into three types: open-access, class-use, and mixed purpose.

Open-access labs are labs intended for student use on a drop-in basis. Students use these labs

to explore Internet resources, do research, and complete out-of-class assignments.

Class-use labs are essentially classrooms with computers. Classes are scheduled in these labs on a semester basis, and an instructor is present when the lab is in use.

Mixed-purpose labs are used in a variety of ways. In some cases classes are held in the lab, but unoccupied stations are simultaneously made available for drop-in use; in other cases, classes are held in the lab, but it is available for drop-in use at other times. Some mixed-purpose labs are also used by instructors three or four times a semester in order to provide students with an orientation, not only to the lab in general, but to specific course software, after which time they use the lab on a drop-in basis for required computer-assisted instruction.

The following chart indicates the various computer labs currently available for student use:

Location	Description	Number of Stations	Use
Art 5	Art Graphics Lab	24	Mixed
Art & B Sci 320/322	CIS Lab	44	class use
Business 6/8	CIS Lab	45	class use
Business 9/11	Word Processing Lab	70	class use
Business 10	Law/Accounting Lab	44	class use
Communications 203	CAI Lab	30	mixed
Communications 204	CAI Lab	71	mixed
Communications 205	Writing Lab	36	class use
Library Demonstration Lab	Classroom	35	class use
Library	LMTC Commons	133	open access
Library LRC	Basic Skills	76	class use
MCS 7/8	Math Labs	68	mixed
MCS 108	CIS Lab	45	mixed
MCS 109	CIS Lab	45	mixed
MCS 111	CIS Lab	45	class use
MCS 218/219	Reading Lab	96	mixed
MU 3	Music Lab	26	mixed
Physics 8	Computer Science Lab	42	mixed
TA 101	Nursing	12	class use
TA 204	CAD Lab	28	class use
TA 205	TOP Lab	36	open access
TA 206	CAD Lab	28	class use
TA 251	Art/CAD Lab	28	class use
TA 252	CAD/Architecture	20	class use
TOTAL		**1,127**	

Of the 1,127 computers available for student use on campus, only 169 are located in open access labs. This is only 15% of the student-use computers on campus. Class use accounts for 474 or 43% of the computers, and the remaining 447 computers are in mixed-use labs. In most cases, there is relatively little time when these mixed-use labs are open for drop-in use, and relatively few stations are available. Most often, they are restricted to students enrolled in specific classes.

Self Evaluation:

The college meets the state Tech II recommended minimum standard of one student-access computer for every 20 FTES (6.23). However, the Tech II Plan, which has been adopted by the Board of Governors but currently is not state-funded, also specifies that at least 50 percent of the funded total cost of ownership model computers be assigned to open student computer labs. The plan defines a lab as open access if it is available for any student s use to conduct general computer-related tasks without regard to any specific subject matter, such as conducting online research for a paper, word processing, participating in student class-based online discussions, and submitting homework electronically (6.24). El Camino is somewhat deficient in this respect, with only 15% of its student computer resources available as open access although demand may be somewhat reduced by the number of mixed use facilities.

Anthropology Museum

Descriptive Summary:

The Anthropology Museum, opened in 1971, is housed on the third floor of the Art and Behavioral Science building and contains 1,800 square feet of exhibition space with 40 locked cases to house its various shows throughout the year (6.25). Through its museum studies course, the museum provides students a hands-on opportunity to work with archeological and ethnological artifacts. In this class, the students help create, design, and display exhibitions, including Guatemala: La Conquista Incompleta, Echos of Han: Cross cultural Currents in Asia, and Treasures of the Kingdoms: Art and Culture in West Africa. The museum also houses permanent and visiting collections.

Self Evaluation:

The Anthropology Museum is one of the few of its kind at a California community college. It provides valuable experience to students in the anthropology department and also is a resource for students in other departments. Since the last accreditation, the annual budget has been increased from $500 to $2,000. The museum has a continuing need for an independent air conditioning system to protect artifacts (6.26).

Art Gallery

Descriptive Summary:

The Art Gallery is a museum facility that hosts six shows each year. It educates the community and showcases the activities of the art department. The Art Gallery acts as a visual arts laboratory for the art appreciation and art history classes. Students view and write analyses of art works as a class requirement. Faculty, students, and community members attend lectures given by visiting artists, in conjunction with scheduled shows (6.27). As a community gallery, admission, lectures, and receptions are all free and open to the public.

Art 34, Gallery Management and Artist Career Issues, is a class concerning the business and the presentation of art in a gallery or museum environment. The students receive essential, firsthand experience in exhibition design, lighting, and art administration.

Self Evaluation:

Currently, the Art Gallery continues to serve as an exhibition site for the work of student and professional artists, but due to limited financial resources, the gallery must be selective regard-

ing the setup and transportation costs of its annual shows.

Planetarium

Descriptive Summary:

The planetarium services the astronomy classes as both a classroom and a laboratory facility. The interior houses a Spitz star projection system, with several other smaller telescopes and supporting equipment, to fulfill its needs as a working observatory. Students in the astronomy program receive hands-on experience when viewing and operating the equipment.

Astronomy programs are also scheduled as a community service on an on-call or occasional basis for elementary school visitors and members of the community.

Self Evaluation:

The Natural Sciences Division, in conjunction with the astronomy department, has received a state grant to repair, update, and acquire new equipment for the planetarium. Within the past academic year, the department has been given approval to hire a full-time planetarium manager, who will run and maintain the facility, although it has had difficulty in filling the position. This is a major step towards revitalizing the planetarium. After the severe budget cuts of the past, this position has been vacant for eight years. The college has also approved funding to replace old equipment, such as the aging video projection system, and to establish an Internet connection with the observatory on Mt. Wilson. The department has also allotted funds to expand the services of the Planetarium by offering shows to students and the public.

Media Services

Descriptive Summary:

Media Services, located in the Library Media Technology Center, is a key support unit for instructional programs and institutional activities at El Camino. The department service areas Distance Education, Equipment Distribution, Media Materials Circulation/ Acquisition, Graphic Arts and Media Production provide an interlocking set of functions designed to enable ECC faculty and staff to use current media technologies effectively (6.28).

Distance Education continues to grow as a program, offering 50 courses enrolling 2,500 students in 2000-2001, an increase of 114% for instructional television, 447% for online instruction, and 181% total enrollment since 1997-1998 (6.29). In addition, it has implemented e-mail, chat, and online conferencing, in support of the tutoring program for remotely located students in order to improve retention and student success rates. Department web pages have been created and a semesterly News at a Distance newsletter distributed. Internet assistants provide training for teaching faculty in the development of web sites.

Media Services works with numerous divisions, departments, and off-campus vendors to specify equipment, determine appropriate location, troubleshoot, and assist with the installation of AV technology on campus. There is an extensive ongoing effort to create multimedia presentation rooms throughout the campus. Media Services staff have worked closely with other district staff to accomplish these goals, and consequently 24 rooms have been completed through Spring, 2001, and more are in the planning stages.

AV equipment loan, a support service for faculty, staff, administration, and various organizations that use El Camino College s facilities, totaled approximately 3,700 requests (6.30). The college has also had a shift towards an increasing permanent base of classroom equipment that requires both maintenance and training.

In 1998-1999, Media Materials provided 788 requested titles from the Media Materials regular collection and rented 47 titles from the Los Angeles County Office of Education.

Additionally, 95 new media titles were purchased, consisting of both VHS and CD-ROM. The collection has grown to over 1,700 titles. In addition, the college published a new media catalog and made the holdings more accessible through the Schauerman Library online public catalog.

In 2000-2001, Media Production produced 10 cable programs for faculty presentations and commercials promoting the college. In the same year, the college participated in more than 60 teleconferences and videoconferences, including training, information, and interactive meetings sponsored by state and federal agencies, educational institutions, and corporations, an increase of 20%. In conjunction with Southwestern College, El Camino also offers Introduction to Surgical Technology, a fully interactive teleconferenced course. The school also has the capacity to access educational and informational satellite programming.

The demand for teleconferencing and video conferencing continuously increases. As such, the college recently installed a digital satellite downlink system and purchased additional videoconferencing equipment. In addition, funding from the state Telecommunications Technology Infrastructure Program (TTIP) (6.31) allowed the school to install an additional T1 line for videoconferencing that provided improved dissemination of information to support academic programs and administrative support services.

Self Evaluation:

At present, Media Services adequately supports the college s courses, programs, and degrees. It has 1,700-1,800 videotapes in its media library and is able to rent others so that the college faculty obtains what they need. The college is gradually installing multimedia equipment permanently in classrooms throughout the campus, and until this is accomplished, Media Services maintains an inventory of media equipment for short-term loan.

In addition to maintaining a print catalog of media, media is now a component of the library GEAC system (online catalog), which is available online to students, faculty, and administrator, both on-campus and off.

Other ECC Technology

Descriptive Summary:

The El Camino College Technology Plan (6.32) defined a detailed framework for comprehensive and efficient acquisition and implementation of much needed software, hardware, and networking technology in all areas of the college.

Computer resources available for student, faculty, and staff support have improved significantly since this time. The campus-networking project, completed in Spring, 2000, required the installation of fiber optics between all major buildings and provided all classrooms, laboratories, and offices on campus with high-speed connections to El Camino s wide area network. Most of the computer laboratories have been reconfigured to allow student access to both the World Wide Web and web-based e-mail. The college participates in a software consortium that has allowed it to standardize on Microsoft Office support software and has installed it on all faculty and student computers and most of the academic networks.

In conjunction with the completion of the wide area network project, the college reorganized and expanded the Information Technology Division. Administrative and academic hardware and software support for personal computers has been consolidated into one unit under Information Technology Services, and the area hired additional support technicians, as well as new personnel, to allow for the implementation of a help desk to support faculty and staff. The college created a network services unit and gave it the responsibility for the expansion and maintenance of various college networks and telephone systems. It also assigned web support to this unit and established a web developer posi-

tion. This position expanded rapidly to include the recruitment, training, and support of six to ten Internet assistants. Funded by a grant, these students provide direct web support to faculty. This support includes, but is not limited to, creation of web pages, designing of graphics, and programming of Java or ASP subroutines.

In 1999-2000, the college implemented a faculty and staff training facility. It consists of 17 workstations and is used to provide training in administrative software, office support software, and effective web utilization. Staff Development and Information Technology Services offer classes to faculty and staff. During this period, the college also expanded an Intranet web site that now provides the campus community with access to documents, policies, procedures and information on events, notices, and activities. It provides for submission of work requests or problem notifications to both facilities and Information Technology Services. It also has an updated telephone directory available via the Intranet.

In conjunction with the existing computers used by faculty in their divisions, the college also initiated a program to provide all full-time faculty members with laptop computers, either Apple or Intel-based. It also enhanced support to part-time faculty by the creation of ten faculty workrooms. Each workroom is configured with two Intel-based desktops, one Macintosh, one heavy-duty laser printer, and one scanner. All workrooms are connected to El Camino s wide area network and have Internet and e-mail access. In addition to the network connections installed in classrooms, laboratories, and offices, the college also maintains a 48-port modem pool providing off-campus access to faculty and staff.

During the 2000-2001 academic year, the college expanded administrative support to include a network-based student imaging system to provide counselors and others with access to archival student data. It has enhanced the student information system to allow students web-based access to course offerings, registration, grades, unofficial transcripts, and financial aid information. By the conclusion of the 2000-2001 academic year, students will also be able to utilize degree audit functions and pay all outstanding fees via credit card over the web. Prospective students will be able to complete an Application for Admissions on the district s web site.

Self Evaluation:

The college has made significant strides in implementing the recommendations made in the ECC Technology Plan. Data networking has been installed to every classroom, laboratory, work area, and office throughout the college. Existing student-use computer labs have been upgraded, and new labs have been installed. The college has also implemented an integrated data system. Classrooms and meeting areas are being upgraded to allow the use of multimedia.

The goal of providing increased access to technology by faculty and staff has been largely achieved through the disbursement of computers to all full-time faculty and the creation of staff and faculty workrooms. The Student Services area received upgrades or new computers in departments, such as the Extended Opportunity Programs and Services (EOP&S), Transfer Center, Financial Aid, Student Development, and the Assessment/Testing Center. These computers are capable of supporting most general-purpose office applications and access to the Internet. However, they are typically not capable of supporting the specialized applications used in courses by instructors in various programs throughout the college, such as computer animation, web design, electronic music, mechanical drawing, architecture, computer science, computer information systems, and distance education. Currently, the college is working to provide both full- and part-time faculty immediate access to the hardware and software that is intrinsic to the courses they teach and to which they need immediate and ongoing access for class preparation.

6.2 Appropriate educational equipment and materials are selected, acquired, organized, and maintained to help fulfill the institution s purposes and support the educational program. Institutional policies and procedures ensure faculty involvement.

Descriptive Summary:

Library

The Schauerman Library faculty and staff utilize a variety of methods to ensure faculty involvement in the selection of materials so that those purchased are appropriate for the curriculum. The acquisitions librarian works closely with faculty in soliciting suggestions for print resources. Faculty participate on the Book Selection Committee, distributing book lists and other relevant materials to colleagues in their respective divisions, who then submit requests to the acquisition librarian. In addition, librarians regularly review professional literature to locate new resources to support curriculum. The library s newsletter regularly informs faculty and staff of important new acquisitions and solicits suggestions for future purchases. Areas in the book collection that have been especially enhanced as a result of input from faculty include literary criticism, gay/lesbian studies, ethnic studies, nursing/allied health, basic skills, and contemporary issues.

Librarians, students, and faculty review periodical databases through trial demonstrations provided by periodical services. They submit selected databases for approval based on established guidelines including currency, cost, access, and potential curricular utilization. The campus also participates in the Community College League of California consortium and, therefore, receives substantial discounts for databases.

The music librarian works specifically with faculty in the Fine Arts Division to ensure that appropriate materials are selected for inclusion in the collection. The librarian works with local and national organizations and also reviews professional literature to keep in touch with current trends in the field.

Special Resource Center

The High Tech Center in the Special Resources Center is able to provide state-of-the-art adaptive equipment for students and staff due to the efforts of staff, who solicit suggestions from colleagues nationwide and from information received from statewide and national organizations. In addition, the Special Resource Center faculty and staff work closely with the other college personnel to ensure that the library, labs, and all student support resources are accessible for students with disabilities. The SRC houses a collection of assistive technology software and devices that can be installed as needed in computer labs across campus.

Learning Resources Center

The LRC Media Materials Collection consists of over 4,000 audio and videotapes, slides, models, maps, rocks and mineral samples, and computer software. In many cases, the faculty selects materials that the division or LRC purchases. Occasionally, the LRC purchases materials that fill needs identified by student request.

LRC Tutorial Program

LRC Tutorial Program tutors and students have access to textbooks and other resources such as slides and videos provided by the instructor. They also have full access to all materials in the LRC Media Materials Collection.

The Writing Center

The Writing Center s equipment consists of 14 computers, all providing Internet access and equipped with writing tutorial programs and MS Office for student use. The Writing Center has also been remodeled to permit overflow use in the adjoining computer labs.

Computer Labs

As part of the college s commitment to provide students and faculty appropriate and up-to-date

hardware and software, the college intends to upgrade all student-use computers on a three-year cycle (6.33). Selection of hardware specifications for these upgrades is based upon instructional software requirements. Decisions on the selection and purchase of instructional software are made by the appropriate faculty.

Other ECC Technology

The college allocates academic divisions limited funds to purchase audio visual and other equipment necessary for use within the division. Media Services has been assigned responsibility for coordinating the Partnership for Excellence-funded conversion of lecture classrooms across the college to multimedia presentation rooms.

Information Technology Services is also developing recommendations for upgrade or procurement of computer equipment based upon (1) frequency of repairs, (2) changes in job functions or instructional requirements, (3) obsolescence of equipment, (4) maintenance of district standards, including operating systems requirements, and (5) maintenance of uniformity within a work group.

Information Technology staff, with input from the MIS Advisory Committee, the Academic Technology Committee, and the ECC Technology Committee, have recommended standard configurations that should meet the needs of most faculty and staff. This does not preclude academic divisions from selecting other equipment or software as appropriate for specific instructional requirements.

Self Evaluation:

The effectiveness of the college s educational equipment and materials is periodically assessed through user surveys, the developing of unit plans, data gathered by Institutional Research, and the periodic updating of a comprehensive Technology Plan. While there is no formal institutional policy, the various areas that provide resources for student use actively work to ensure that faculty are involved in the selection process.

Faculty participation, along with the knowledge of the librarians in the selection of materials and equipment, ensures that the material and equipment selected for the library are most appropriate to support the educational goals of the college and fulfill instructional purposes.

Similarly, with the assistance of college faculty and staff, the Learning Resources Center provides a wide variety of media and materials to meet the academic goals of students and faculty, although there is an on-going need for additional funding to be able to keep the collection up-to-date.

Adaptive technology is selected and acquired efficiently due to Special Resource Center faculty and staff s active participation in professional organizations and ongoing efforts to remain current in the developments in the field.

The selection of student-use computer equipment and related resources is consistent with curricular requirements. Because the determination of appropriate software for various disciplines requires specialized knowledge, faculty play a primary role in making these decisions.

With the recent expansion of the Writing Center s resources and tutorial services, it has been better able to serve the increasing numbers of students requesting service.

The selection of generic faculty computers meets the general purpose needs of faculty. However, this generic hardware/software may not meet the needs of faculty who require the use of software applications other than MS Office. For example, the equipment, as configured, will not run many graphics, animation, CAD, and simulation applications, which some faculty need to teach their courses.

6.3 Information and learning resources are readily accessible to students, faculty and administrators.

Descriptive Summary:

Library

The Schauerman Library and Music Library are both open 67.5 hours per week, including Saturday. All resources, including the LMTC Computer Commons, may be utilized during these hours. In addition, many of the Schauerman Library resources are available off campus via the Internet. This remote access includes periodical indexes, as well as the OPAC (online public access catalog).

The Schauerman Library collection is open to the public, with the exception of some back issues of periodicals and reserve textbook materials. All other resources, current periodicals, microfilm, and all other print materials, including reference and circulating books, are readily accessible during all business hours. These are self-serve collections although staff are available to assist in locating appropriate materials.

Staff are also developing plans to provide remote access to reserve materials via an electronic reserve service. As appropriate, materials which an instructor wishes to place on reserve are to be scanned and placed on a web site, allowing unlimited access by all students. This will be especially valuable to distance education students. The Special Resource Center will be consulted to ensure that all materials are accessible for students with disabilities.

An interlibrary loan arrangement is also available, providing access to resources that the campus does not own. This service is currently available only to faculty and staff. Staff plan to provide web access to this service so that requestors may simply contact the appropriate site and request materials.

Access to the library resources of California State University, Long Beach, and California State University, Dominguez Hills, is now also available to students and faculty due to a reciprocal borrowing agreement.

The library has an Access Technology Room available for use by students with disabilities. It contains special hardware and software to allow access to all print materials and the Internet. In addition, the LMTC Computer Commons has several workstations that are equipped with special access technology.

The Music Library has a closed stack of reference books, which may be retrieved by staff for use within the facility during all open hours of the library. In addition, it makes sound recordings, in a variety of formats, available for listening and review on equipment located within the facility.

Special Resource Center

The Special Resource Center provides easy access to a variety of resources from 8:00 a.m. to 7:00 p.m., Monday through Thursday, and from 8:00 a.m. to 3:30 p.m., Friday, and is closed on weekends. Resources are available by request, which include, but are not limited to, readers, interpreters, real time captioning, and in-class aides. The High Tech Center, located in the Special Resource Center, also provides computer access for students. Due to the nature of this population, staff provide specialized services, like counseling and computer training on a drop-in basis; however, the Center encourages appointments.

Learning Resources Center

The Learning Resources Center is open and staffed during the same hours that the library is open (67.5 hours a week). However, on Saturdays, the TOP Lab and CAI Lab are not open, and the college offers limited tutorial services. The basic skills areas of the Learning Resources Center and the LMTC Computer Commons have a variety of adaptive devices and software to allow all students access to computer-based instruction and other computer resources. The LRC catalog of materials is

gradually being incorporated into the library s catalog, which will allow online access. A print version of the catalog is available in the LRC. In addition, the LRC web site provides information on available services and materials.

Computer Labs

The growing number of computer labs on campus has made possible more scheduled class use of computer resources and has led to the incorporation of computer technology in the curriculum and in class activities across many disciplines. The growth in lab space has also made it possible to create labs dedicated to individual use on a drop-in basis. With the completion of the campus network, all computer labs, classrooms, and work areas now have Internet access and access to online resources offered through the library.

Other ECC Technology

Faculty and students now have access to selected administrative functions via the Web. Faculty and counselors can currently access class rosters, and counselors can review student test scores, register students if desired, view transcripts, and, with Admissions and Records permission, submit grades. In the next year, faculty will also have access to these functions.

The college established a Help Desk for faculty and staff to create a central point of contact for user-support requests.

Students have web-based access to grades, transcripts, and their individual financial status, including financial aid information (6.34). They can also register for classes via the Internet and by Summer, 2001, they will be able to access degree audit information. The college also provides on-campus kiosks for student access. It should be noted that students can register for classes in-person, by telephone, or via the web.

Self Evaluation:

The Schauerman Library, Music Library, Learning Resources Center, and Special Resource Center hours and accessibility are appropriate for student and faculty needs. In addition to its regular hours, the library extends hours during the last two weeks of each semester to accommodate students who are studying for final examinations. In general, these hours meet student demands although there are some who would like longer hours each day, as well as access on Sunday.

Access to the resources is appropriate although some students would like the textbook collection of the Reserve department to circulate beyond the building. However, staff experience has shown that it is necessary to keep the circulation limited to avoid losses.

The college is continuing efforts to expand the web-based access provided to students and the campus community. While web-based registration and other student service functions are currently available, there is still a need to expand the services the college provides. Projects, either underway or currently being considered, include an online application for admission, expanded information on financial aid, better information on degree, certificate, or transfer requirements, and other related support services.

This expanded support will necessitate the creation of a student Help Desk service. The help facility should be oriented towards student access or service questions. The utilization of web technology to provide expanded student services should minimize the need for highly technical help desk staff.

Faculty who teach courses that involve computer applications, such as graphics and animation, need off-campus access to current versions of these applications for class preparation purposes. Currently, there is no way to provide this access although the college is reviewing possible alternatives.

6.4 The institution has professionally qualified staff to provide appropriate support to users of information and learning resources, including training in the effective application of information technology to student learning.

Descriptive Summary:

Qualified staff for the Schauerman Library, Music Library, and the Special Resource Center are available during all hours of operation. A certificated librarian is on duty during all hours that the library is open. Librarians provide individual and group orientations to library services and the utilization of resources. Approximately 300 classes and 10,000 students receive formal bibliographic orientations annually. Staff also work individually with students to ensure proper and effective utilization of databases and other resources.

The Music Library staff, both academic and classified, are all trained and educated music specialists with considerable expertise in the field. Students and faculty who utilize the facility receive expert assistance in securing the desired resources.

Special Resource Center staff are well qualified to assist and counsel students (6.35). Staff work closely with students, providing one-on-one assistance and group instruction. Professional staff offer guidance in specific technologies and identify appropriate programs and services for students.

The Special Resource Center has recently hired an assistive computer technology specialist to assist with computerized services for disabled students and staff to assist the campus in better identifying and addressing the needs of disabled students.

Tutors in the LRC Tutorial Program are well qualified. They must satisfy strict selection criteria, which include recommendation by an instructor in the discipline to be tutored. In addition, all tutors must complete a one-unit course in tutoring, and most LRC tutors also participate in additional training that qualifies them for nationally recognized Level I or II tutorial certification as authorized by CRLA.

The LRC is open for 62-67 hours per week in its seven different locations. It is served by only five full-time staff, two of whom are ten-month employees, and student and hourly employees who are limited to working no more than 170 days per year.

In recent years, a number of new computer lab facilities have opened, including the Reading Lab and the LMTC Computer Commons (staffed by LRC staff), the CAI Writing Center Lab, Math and Computer Science Labs, and four new labs in Industry and Technology. However, only one new full-time computer lab staff position has been created to oversee the operation of these increasingly sophisticated computer resources.

In 1999-2000, a college reorganization merged all information systems, networking, and technical support services into the Information Technology Services. The college hired additional staff to support networking and technology-support needs. Also, it developed the Internet assistant program to match highly skilled students who possess web design skills with distance education faculty and with faculty or staff responsible for coordinating the development of department web sites.

Self Evaluation:

The campus is staffed with qualified personnel who instruct students in appropriate utilization of resources and technologies. They provide outreach to inform students and faculty of their services and to assist students in more effective use of their programs.

By designating one librarian as the coordinator of bibliographic instruction, the library has efficiently organized library orientations and general introductions in the use of the library and its resources. In addition, the college is initiating

formal library skills programs and is developing plans to offer a certificate program in library technology.

Even with the addition of new staff, Information Technology Services faces significant challenges in meeting the needs created by the rapid growth of networking and computer resources (6.36).

The rapid growth in student computer use has also resulted in a critical need for permanent full-time computer lab staff responsible for the oversight and operation of labs, in particular open access and multi-disciplinary use facilities. There is a need for staff who are responsible for interaction with faculty and students, for coordination of academic software selection, acquisition, installation, and maintenance, for user support, and for security of the facility throughout the day, evening, and weekend service hours.

Faced with increasingly heavy usage, long service hours, a staff shortage, and ongoing challenges in keeping the AV and software collections up to date, the LRC needs additional staff in order to maintain the quality of service.

6.5 The institution provides sufficient and consistent financial support for the effective maintenance, security, and improvement of its information and learning resources.

Descriptive Summary:

While the library was able to upgrade various of its collections through one-time construction dollars tied to the library expansion project five years ago, the college library book budget has not been increased for several years and provides funds only for maintaining the current continuation of reference materials and some new general collection titles. The budget is only $3,000 higher than it was 15 years ago, and the buying power of the budget has decreased by nearly 30%. The annual book budget is also impacted by the increasing cost of maintaining collections required by programs like paralegal and nursing, who need these resources for their individual program accreditation (6.37).

Likewise, the periodicals budget has remained steady over the past few years. The budget does not allow the library to maintain current holdings, and staff have made cuts in subscriptions each year since the last accreditation review. While the budget has remained constant, the cost of periodicals has increased approximately 10% each year. Thus, each year there is no choice but to eliminate titles. The periodicals budget is also impacted by programs that have accreditation requirements. Funding for databases has also remained inadequate and inconsistent, although there are increased demands and expectations upon the institution to provide online resources. Staff have been able to maintain core resources and upgrade terminals in the public use areas due to block grant funding over the past few years, but this funding is uncertain each year.

The Music Library also received funds that allowed it to acquire new computer equipment for staff and public use and to replace furnishings in both staff and public areas.

The Special Resource Center receives funding from the general fund, DSP&S categorical funds, and from external grants. In addition, the college receives monies from a variety of other sources, including VTEA, PFE, and ECC technology grants.

The general fund pays for most full-time technology-related staff and faculty positions. A broad range of sources general fund, grants (VTEA, EOP&S, DSP&S, PFE), and financial aid funds student and part-time staff salaries.

The general fund pays for most staff-use computers and AV hardware. However, grants and projects (VTEA, CalWORKs, Title III, NSF, Library Remodel and Construction Project) fund the vast majority of instructional equipment. Since the inception of PFE, it has funded a significant amount of new equipment.

As with hardware, the general fund pays for most non-instructional software. This includes districtwide site licensing for products such as Microsoft products and anti-virus software. The general fund pays for instructional software and other learning materials, but restricted or one-time sources, such as grants, projects, and PFE, pay for a significant portion of necessary items.

Self Evaluation:

While funding from grants and other sources has allowed the library to maintain a minimum of service, the institution s ongoing funding of library resources, both print and electronic, is inadequate. Grant funding is useful, but it does not provide long-term financial support for items that need to be renewed annually.

The periodicals budget is also inadequate. Due to inflation, the library has had to drop dozens of frequently used subscriptions over the past few years because the cost has increased approximately 10% annually while the budget has remained the same. It is essential that the college identify sufficient and ongoing funding sources if the library is to maintain collection continuity and provide quality resources for research and reference services.

There has also been an ongoing struggle to identify sufficient funding and predictable funding sources to keep pace with the rapid growth in the use of technology and technology-delivered learning resources. The college articulated this goal in the 1997 ECC Technology Plan. Although significant amounts of funding from various sources have since been targeted toward implementing goals stated in the plan, the college has yet to identify ongoing funding sources that match the costs. However, El Camino can substantiate the fact that since the adoption of that plan, virtually all technology expenditures have related directly to its goals and objectives.

Another major challenge is the development of an ongoing budget for the upgrading and replacement of AV, computer, and networking equipment. Similarly, there is a critical need for implementing sufficient and continuous funding for instructional software purchase and license upgrade.

6.6 When the institution relies on other institutions or other sources for information and learning resources to support its educational programs, it documents that formal agreements exist and that such resources and services are adequate, easily accessible, and utilized.

Descriptive Summary:

The library is the only area within the college that has entered into agreements with other institutions for information and learning resources. It has formal reciprocal borrowing agreements with California State University, Long Beach, and California State University, Dominguez Hills, that allow students direct access to the library resources of these two universities (6.38).

Formal procedures are also in place for interlibrary loan processes that follow the National Interlibrary Loan Code for the United States, as prepared by the American Library Association. Staff actively participate in appropriate listservs for interlibrary loans. This service is currently only available to faculty and staff (6.39).

The library also uses the services of the Community College League of California, which negotiates consortia agreements with periodical vendors (6.40).

Additionally, the library has multiple formal license agreements that outline the services and restrictions of database utilization for products such as EBSCOHost Periodical database, WilsonWeb periodical index, ProQuest newspaper index, and FactsOnFile, C Q Researcher (Congressional Quarterly), and others.

Self Evaluation:

The library documents its agreements with other institutions and organizations and ensures that these agreements are adequate, accessible, and usable.

Student access to online resources has increased both from onsite and from home steadily since the last accreditation visit because of the library s acquisition of web and network-based database license agreements.

6.7 The institution plans for and systematically evaluates the adequacy and effectiveness of its learning and information resources and services and makes appropriate changes as necessary.

Descriptive Summary:

Special attention is given to the need to plan and systematically evaluate learning and information resources and services.

El Camino College engages in a continuous process of planning and self-evaluation (6.41). The college has an Educational Master Plan. Each area of the college also produces a unit action plan each year. The purpose of these plans is to enable the director of each area to consider the overall goals of the college and, in view of those goals, to develop unit goals, which are then broken down into objectives and tasks. Budgets are then formulated based on the objectives that each area has developed.

To meet that goal, the college wrote an ECC Technology Plan in 1997 with extensive recommendations and goals for district technology needs. The school is revising the plan in order to keep abreast of the rapid changes and the dramatic increase in dependence on computer resources and other new technology in every area of education and business. In developing its plans, the college relies on input from the ECC Technology Committee and the Academic Technology Committee (6.42).

Further, opinion surveys are conducted regularly, asking students and faculty about the effectiveness of the library, Music Library, Learning Resources Center, and Special Resource Center (6.43). The information garnered from these surveys is helpful in identifying areas that need improvement.

The Special Resource Center participates in the Academic Affairs program review process. The Chancellor s Office also conducts a DSP&S program review on a six-year cycle. The college reviewed the Special Resource Center by this process in the Spring, 2001 (6.44). The Center has several advisory boards that provide input to DSP&S, sign language, and other grant projects. Membership on these committees includes community businesses, service organizations, students, and faculty.

In the late 1990s, the college initiated steps to upgrade its computer information system. The process had dual objectives. One objective was to identify a system that would facilitate the college s transition to Y2K. The second was to replace the college s mainframe environment, which featured various data systems operating independently of each other, with one that was fully integrated. In 1997, this process culminated in a recommendation by a task force comprised of administrators, faculty, staff, and information systems specialists to purchase a new software system developed by Datatel (6.45). The new system provided full integration of the college s information databases and possessed the potential to facilitate such vital college processes as class scheduling, financial aid, and registration to levels far beyond those possible with the previous mainframe system. Implementation of the system began in fall 1999.

Self Evaluation:

Planning for and evaluating the effectiveness of learning resources is given a high priority by the college. The library, Music Library, and Special Resource Center are included in this institutional technology plan and review. User surveys have also been useful to the cam-

pus by providing insights into areas that need upgrading. The results of these surveys have been used to help support requests for budgetary augmentations and for grant proposals.

While the new integrated data system developed by Datatel has provided access to vast information resources and expedited such processes as purchasing requests and online student registration, programming the system to satisfy all campus needs has been slow, and the system has yet to gain general acceptance by campus users. Chief among the concerns is the frequently time-consuming process that requires the user to map through numerous screens in order to obtain information on both the student and accounting systems. Modifications to the software system to make it responsive to the requirements of areas such as Academic Affairs and Student and Community Advancement have occasionally produced unexpected complications in other parts of the system. Then, too, significant modifications to the system must be vetted through the statewide Datatel network, and the college has encountered difficulties in getting support for its desired changes.

Some of the dissatisfaction among campus users may be a result of the disparate abilities of those using the system since the degree of training and commitment to making the system work has varied from department to department. Moreover, while the integrated system has increased the capabilities of most areas, departments have continued to request specialized adjustments from information resources without exploring the effect on other departments. As a result, there is a need for improved communication among all major departments when changes are made to the system that may have far-reaching consequences.

Planning Agenda:

¥ Develop a stable funding source to maintain adequate book and periodical collections. (6.5)

¥ Devise a plan to provide equitable student support services during all instructional periods. (6.4)

¥ Develop a staffing plan in all labs to provide assistance to students and faculty in the use of technology. (6.1, 6.2)

¥ Create online student support services for registration, classes, tutoring, and research. (6.3)

¥ Plan the conversion of appropriate classrooms on campus to multimedia classrooms. (6.1)

¥ Budget for ongoing technological needs such as supplies, upgrades, maintenance, and security of media presentation equipment. (6.5)

¥ Coordinate student tutorial programs and ensure uniformity in training to maximize effectiveness of services. (6.1)

¥ Ensure that all campus users are trained to utilize the full potential of the integrated data system. (6.7)

¥ Establish close communication and coordination among campus departments whenever modifications and adjustments to the integrated data system are proposed. (6.7)

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